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ABSTRACT

This document is a curriculum guide for a one-semester course "Home and Family" for students in grades 11 and 12. The course is planned to cover the nature, function, and significance of human relationships within the family unit; interpersonal skills; preparation for marriage; development of positive self-concept and responsibility in family members; selection of clothing and housing to meet social and psychological needs of family members; and the importance of nutrition, emotional health, and physical health to the well-being of the family. A pretest is provided at the beginning of the guide which teachers can use to survey what information about home and family the students have mastered or to learn where there are misconceptions. The same test or a similar version may be given at the end of the course to see how much information students have learned and retained. This curriculum guide is divided into five units. Within each unit are a list of related terms, ideas for student projects, appendices, suggestions for Future Homemakers of America projects, and a unit test. The five units are My World, Family World, Outside World, Future World, and Crises in the Family's World. This guide includes a variety of teaching strategies and teaching materials but does not go into the extensive detail which can be found in textbooks. (ABL)

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HOME AND FAMILY

1987
Office of Vocational Education
Bulletin 1821

CURRICULUM DEVELOPMENT

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NOTICE TO TEACHERS AND ADMINISTRATORS

This curriculum guide includes a topic in Unit V that may be considered "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Since these curricular materials are guidelines and are not mandatory on local educational agencies, each local educational agency should convene the parental review committee as provided for in R. S. 17:281C. This committee should then review the topic indicated in the Table of Contents and determine whether or not the topic, in whole or in part, is to be taught in the local schools. The committee's recommendation should be forwarded to the local school board for final action.

It should be clearly understood that the topic that has been indicated as possibly being within the definition of "sex education" does not have to be included in the course in order for the course to be of appropriate educational quality. A local educational agency may include or exclude all or parts of this topic without diminishing the quality of the course as a whole.

Guidelines for Instruction of Sex Education in Louisiana, Bulletin 1557, Louisiana State Department of Education, December, 1979, and Act 480 of the 1979 Regular Session of the Louisiana Legislature are included in the Appendix to assist local educational agencies in understanding, interpreting, and complying with the Louisiana law regarding instruction in sex education.

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HOME AND FAMILY

CURRICULUM GUIDE

BULLETIN 1821

PROJECT DIRECTOR

Barbara A. Holt, Ph.D.

Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

Louisiana State University

June 30, 1987

FOREWORD

The Home and Family Curriculum Guide is an important addition to the vocational home economics education curriculum in the State of Louisiana.

This guide was developed to provide innovative instruction on the topic of home and family living, which is relevant to the needs of all students at the senior high level.

The State Department of Education would like to express appreciation to Dr. Barbara A. Holt, Associate Professor in the School of Vocational Education at Louisiana State University, for serving as director of this curriculum development project, to the teachers who served as members of the writing team, and to all others who participated in the development of the Home and Family Curriculum Guide.

Thomas G. Clausen

THOMAS G. CLAUSEN, Ph.D.
STATE SUPERINTENDENT OF EDUCATION

ACKNOWLEDGEMENTS

The Home and Family Curriculum Guide is the result of a one-year curriculum development project funded by the Office of Vocational Education in the Louisiana Department of Education. Dr. Barbara Holt, Associate Professor in the School of Vocational Education at Louisiana State University, served as project director.

Ms. Mary Guarino, LSU Graduate Assistant, provided invaluable help in researching and organizing material for the guide and in writing the first draft. Ms. Virginia Philpot patiently typed the final copy.

The teachers who provided the concepts and tested the guide in their classrooms deserve recognition for their continued interest and contributions. Dr. Rosalie J. Bivin, Section Chief of Home Economics in the Louisiana Department of Education, provided support, encouragement and information throughout the project.

Elaine Webb

ELAINE WEBB, Ed.D.
ASSISTANT SUPERINTENDENT
OFFICE OF VOCATIONAL EDUCATION

HOME AND FAMILY CURRICULUM GUIDE

WRITING AND FIELD TEST TEAM

Janet Allen
Home Economics Teacher
Donaldsonville High School
Donaldsonville, LA

Catherine Braud
Home Economics Teacher
Central Senior High School
Baton Rouge, LA

Diane Cook
Home Economics Teacher
Baker High School
Baker, LA

Mary Guarino
Graduate Assistant
Louisiana State University
Baton Rouge, LA

Kay Moore
Home Economics Teacher
Thibodaux High School
Thibodaux, LA

Tanya Walker
Home Economics Teacher
White Castle Senior High
White Castle, LA

HOME AND FAMILY COURSE DESCRIPTION

Home and Family is designed to be a one-semester course carrying 1/2 unit of credit. Enrollment should be limited to students in grades 11 and 12. No prerequisites are required.

The course is planned to cover the nature, function, and significance of human relationships within the family unit; interpersonal skills; preparation for marriage; development of positive self-concept and responsibility in family members; selection of clothing and housing to meet social and psychological needs of family members; and the importance of nutrition, emotional health, and physical health to the well-being of the family.

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*This topic includes information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Refer to the Appendix--Guidelines for Instruction of Sex Education for the provisions of Act 480 and assistance in understanding, interpreting, and complying with the act in teaching this topic.

HOME AND FAMILY COURSE
RATIONALE

In today's changing society, homes and families are called upon to maintain an environment of stability to nurture family members and prepare them to meet life successfully. Diversity in life-style and in family composition continue to increase, resulting in numerous choices related to building and strengthening homes.

Young people who are considering their own home and family life in the present and for the future can benefit from studying information available about homes in today's world and develop skills related to healthy family functions.

The Home and Family course is designed for high school juniors and seniors who may or may not have had previous experience in home economics classes. Young men and women who elect this one-semester course have the opportunity to learn basic concepts important to their personal and family life in the present and for the future.

Experiences described in the curriculum guide will help junior and senior level students to:

1. realize the importance of the family in individual development,
2. understand how interpersonal skills strengthen family and personal relationships,
3. develop the ability to make decisions basic to family structure and well-being,
4. recognize interacting influences between families and the larger community, and
5. call upon resources available to families and individuals for managing crisis situations.

The Home and Family course begins by focusing on the development of the individual within the influence of the family, then proceeds to a study of the family itself and how it relates to the world in which it functions. Choices that young people make concerning their own future families and style of life are considered in later stages of the course.

HOME AND FAMILY CURRICULUM GUIDE

DESIGN OF THE GUIDE

The Home and Family Curriculum Guide includes a pretest, five units of study, and a list of resources. The guide is in loose-leaf format to allow the teacher to insert additional materials, to remove pages, or to rearrange the sequence of the material covered in the guide.

PRETEST

A pretest, which includes 50 items, is provided at the beginning of the guide. This test of knowledge presents factual information in the form of true/false statements. The teacher may use the pretest to survey what information about home and family the students have mastered or to learn where there are misconceptions. The test or a similar version may be given at the end of the course to see how much information students have learned and retained.

UNITS OF STUDY

The Home and Family Curriculum Guide is divided into five units. Within each unit are a list of related terms, student project ideas, appendices, suggestions for Future Homemakers of America projects, and a unit test.

Unit One, My World, covers topics related to the development of individuals and their personalities. A strong feeling of self-worth and acceptance plays an important part in respecting others and establishing meaningful relationships.

In the second unit, Family World, "family" is defined and family structures are described. Rights and responsibilities of family members are studied, and the importance of communication among family members is stressed.

Unit Three, Outside World, considers the family in society and the young person who is beginning to take a place in the community among people other than family members.

In Unit Four, Future World, important choices for young adults are studied, particularly those concerning mate selection and parenting that lead to the formation of new families.

Crises in the Family's World, the title of Unit Five, deals with management of one's life, especially in relation to transitional and crisis situations in which family members will feel effects now and in the future.

Each unit is subdivided into a series of topics, each of which has its own objectives, motivational ideas, content, and learning activities. The objectives and learning activities are stated in terms of what the students will do. Teachers may choose among these offerings to plan their classes to meet needs of their students. A teacher should not feel limited to using only the activities described. The teacher may use the guide to spark creative ideas for additional activities and build upon those from the guide. The loose-leaf format allows the teacher to insert more detailed teaching notes.

Related Terms - Each unit of study is prefaced with a list of terms related to its content. Students must understand these terms to get the maximum benefit from the unit, so some time should be spent on defining the terms at the introduction of the unit or as they are encountered during the unit.

Projects - Individual projects are included with each unit. These are ideas for activities that individual students may carry out to supplement classroom activities. Students may do these projects as homework assignments or as extra credit activities.

Appendices - Each of the five units has its own appendices which provide ideas for teaching aids and activities. Each appendix is identified by a letter which corresponds to the student learning experience in the unit. These appendices describe bulletin board ideas, role play and case studies, games, and other detailed experiences that the teacher may use to add interest to class work. Pages may be taken out and photocopied as needed.

FHA Activities - Ideas for Future Homemakers of America activities are included with each unit. These club or class projects can enrich the content of the units and help students apply the concepts to their own family, school, and community.

Unit Tests - A 100-point test is included with each unit. Teachers should check carefully to see if they have covered all concepts tested. If not, they should modify the test and add items related to material studied in class.

RESOURCES

The Home and Family Curriculum Guide includes a variety of teaching strategies and teaching materials but does not go into extensive detail in content that can be found in textbooks. Textbooks should be provided for students, and teachers will want to consult a variety of sources for content information. A resource section has been provided to identify books, textbooks, and visual aids related to home and family.

HOME AND FAMILY COURSE

CONTENT OUTLINE

ONE SEMESTER

Curriculum Guide Units and Topics	Suggested Time Schedule
UNIT ONE - MY WORLD	3 weeks
I. Discovering Self	
II. Self-Concept	
III. Theories of Human Development	
IV. Values and Decision Making	
UNIT TWO - FAMILY WORLD	3 weeks
I. Family Structure	
II. Functions of the Family	
III. Stages in the Family Life Cycle	
IV. Family Relationships	
V. Rights and Responsibilities	
VI. Communication Skills	
VII. Building Family Strengths	
UNIT THREE - OUTSIDE WORLD	4 weeks
I. Society	
II. Peers	
III. Friends	
IV. Dating partners	
UNIT FOUR - FUTURE WORLD	4 weeks
I. Lifestyles	
II. Marriage	
III. Parenting	
IV. Money Management	
V. Self-Management	
UNIT FIVE - CRISES IN THE FAMILY'S WORLD	4 WEEKS
I. Substance Abuse	
II. Suicide	
III. Abuse and Neglect	
IV. Teen Pregnancy	
V. Family Transitions	
	18 weeks

HOME AND FAMILY PRETEST

KNOWLEDGE TEST--FACTUAL INFORMATION

Directions: Read the following statements and place "+" next to those that you think to be true, and "O" next to those that you think are false.

_____1. Both genetics and environment play a role in a person's development and ability levels.

_____2. Stereotypes are accurate descriptions of groups of people based on fact.

_____3. Self-concept is a term that refers to how one feels about oneself.

_____4. The development of self-concept is affected by peer and parental influence.

_____5. According to Maslow, food is a low level priority or need, while self-actualization is a high level priority or need.

_____6. A value is a personal opinion, something in which one believes and feels is important.

_____7. Steps in the decision-making process include defining the problems, seeking alternatives, and then trying each alternative until the right one is found.

_____8. Most American families are nuclear families consisting of a mother, a father, and two children.

_____9. The basic family structure has acquired many modifications over the last 25 years.

_____10. The "empty nest" stage of the family life cycle occurs after all the children have left home.

_____11. Natural parents are the same as biological parents.

_____12. Step-siblings are more closely related than foster siblings.

_____13. Family responsibilities are met by both parents and children.

_____14. Nonverbal communication--gestures, tone of voice, and facial expressions--reveals much during conversation.

PRETEST (Continued)

_____15. There are various levels of communication that people go through as they get to know each other better.

_____16. Iceberging is a concept that states that anger is not a true emotion.

_____17. "I" messages are selfish and self-centered statements.

_____18. Active listening is a vital part of effective communication.

_____19. Everyone is a member of a society.

_____20. All authority figures--such as principals and policemen--are people who control others.

_____21. Prejudice is a negative feeling toward someone simply because he or she is a member of a certain group.

_____22. Many rules for student behavior basically deal with using good manners.

_____23. TV characters can have a great effect on the roles that one chooses in life.

_____24. Peers are a group who feel the same as the individual does on important topics.

_____25. Everyone should know how to be a follower, a contributing member of a group.

_____26. One usually forms close friends with those that are geographically close to him or her.

_____27. Group dating is usually the first step in the dating process.

_____28. Negative love and positive love both are needed in healthy relationships.

_____29. Singlehood is becoming more acceptable in today's society.

_____30. The engagement is an important period in a relationship. It is a time for partners to learn more about each other and their views on various topics.

_____31. A proper wedding ceremony is very large and held in church.

PRETEST (Continued)

_____32. Some people from other cultures have wedding customs that are very different from our own.

_____33. Compromise is a way to settle a dispute in which both partners "give" a little and come up with a solution that is acceptable to both.

_____34. Acquiring a divorce is getting more and more difficult in our society.

_____35. Infants born to teen mothers have a greater chance of death in the first year than infants born to women in their 20s.

_____36. There are birth control methods for both men and women.

_____37. Pregnant teens can safely wait until the fifth or sixth month of pregnancy to see a doctor.

_____38. It is relatively easy to choose a day care center for your child, for they are all basically the same.

_____39. Discipline is a more inclusive term than punishment.

_____40. There are many community activities in which teens may take part.

_____41. Alcohol is a type of drug.

_____42. Drug addicts can become so physically dependent on a drug that it requires hospitalization to treat them.

_____43. Many teens come very close to suicide before they realize that they do not actually want to die.

_____44. Abuse of children and neglect of children are the same problem.

_____45. Giving a child up for adoption is one alternative to teen parenting.

_____46. Denial and anger are two stages one goes through when trying to accept death.

_____47. Unemployment always leads to grave family problems.

PRETEST (Continued)

_____48. Making a food and clothing budget allows one to better use the family's monetary resources.

_____49. One cannot manage time; one can only manage one's use of time.

_____50. Choosing a career should be done quickly and early in one's high school years.

ANSWER KEY TO PRETEST

1.	+	26.	o
2.	o	27.	+
3.	+	28.	o
4.	+	29.	+
5.	+	30.	+
6.	+	31.	o
7.	o	32.	+
8.	o	33.	+
9.	+	34.	o
10.	+	35.	+
11.	+	36.	+
12.	+	37.	o
13.	+	38.	o
14.	+	39.	+
15.	+	40.	o
16.	+	41.	+
17.	o	42.	+
18.	+	43.	+
19.	+	44.	o
20.	o	45.	+
21.	+	46.	+
22.	+	47.	o
23.	+	48.	+
24.	o	49.	+
25.	+	50.	o

HOME AND FAMILY CURRICULUM GUIDE

UNIT ONE - MY WORLD

UNIT ONE - MY WORLD

INTRODUCTION

Understanding oneself is one of the most important human tasks. Adolescents are in the process of exploring their potential as emerging adults. Becoming comfortable with one's physical, social and psychological self as an individual is basic to one's ability to get along with others in the world. Genetic and environmental forces help shape the individual and make him or her unique. Several theories of human development have been formulated to help explain how people mature. As part of the process of becoming an adult, young people need to learn to make their own decision, solve their own problems and formulate their own values.

COMPETENCIES

1. Understand what forces are involved in producing a unique individual.
2. Recognize the basis for individual differences among people.
3. Identify the diverse influences on self-concept.
4. Be aware of the role that one's values play in making decisions.
5. Realize that adolescents are in the process of moving from dependence to independence.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe ways that people differ.
2. Identify ways that family influences the individual.
3. Explain factors involved in decision making.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Explain the importance of self discovery.
2. Explain the origins of self-concept.
3. Recognize defense mechanisms that are used to protect one's self-concept.
4. Recognize positive traits and identify ways to work on negative traits.
5. Explain ways to develop a more positive self-concept.
6. Describe three recognized theories of human development.
7. Identify personal values.
8. Explain the role of values in the decision-making process.
9. Demonstrate the decision-making process.

METHODOLOGY

Information from the unit outline and other available sources may be used to introduce the topical content of this unit. Material in the appendices may be used to reinforce class discussions.

SUGGESTED INTEREST APPROACHES

Motivational activities are described at the beginning of each topic in the unit.

UNIT OUTLINE

I. Discovering Self
II. Self-concept
III. Theories of Human Development
IV. Values and Decision Making

UNIT ONE - MY WORLD
RELATED TERMS

alternatives
autonomy
authority figure
choice
chromosome
decision
ego
emotional self
environment
environmental factor
esteem
extrinsic
fraternal twins
generativeness
genes
genetic factor
genetics
goal
heredity
hereditary factor
identical twins
identity
industry
inferiority
initiative
integrity
intellectual self
intimacy
intrinsic
isolation
kin
needs
peer
personality
physical self
problem
responsibility
role
self
self-absorption
self-actualization
self-concept
self-esteem
self-identity
siblings
social self
trait
value
value judgment
want

These terms should be defined as students encounter them in this unit. An understanding of these terms is necessary in order for students to relate to the concepts being taught.

UNIT ONE - MY WORLD
INDIVIDUAL PROJECTS

1. List five positive and five negative traits that you possess. Tell how each helps or hinders you.

2. Write an essay expressing your opinion of whether your intellectual self is controlled by heredity or environment.

3. Research and report on one of the three theories of human development.

4. List five personality traits that you admire and wish to acquire. Plan ways to develop these traits in yourself.

5. Construct a visual aid to use when explaining the decision-making process.

6. Solve a given problem by going through the decision-making process. Show how you progress from problem to solution.

UNIT ONE - MY WORLD

TOPIC I: DISCOVERING SELF

OBJECTIVE: Explain the importance of self discovery.

MOTIVATION: Students bring three to five items to class that in some way represent them. Each will explain why his or her items were chosen. Differences among individual students will be easily noted.

Unit Content	Learning Activities
Individual Differences --Physical --Emotional --Intellectual --Social --Genetic	1. Discuss and define terms such as "self," "self-identity," "personality," "role," and "traits." 2. Design hats that each student could wear that express the different roles each plays. Construct bulletin board with hats as they are shared. Appendix A. 3. Construct definitions and explanations of different selves--physical, emotional, etc. Discuss and narrow down to precise definitions. Debate which of these selves are controlled by heredity, environment or both. 4. Read case studies of identical twins separated at birth to delve deeper into the heredity/environment controversy. Appendix B. 5. List traits that seem to "run in the family;" these may be from all five areas. 6. Write descriptions of a "typical" American or Louisianian. Analyze stereotypes.

Development of Self
--Influences of the family
>genetic
>cultural
>environment

7. Form pairs and list people who influence students. Share ideas and make master list of people who influence teens.

8. Complete questionnaire on identifying influencing factors. Appendix C.

9. Identify characteristics that are influenced by the family. Discuss genetic, cultural and environmental traits.

--Influences of Others
>kin network
>peers
>authority figures
>media
>others

10. Pull characteristics from a hat. Discuss what influences these traits. Appendix D.

11. Write paragraph on how these influences affect self-concept.

TOPIC II. SELF-CONCEPT

OBJECTIVE:
1. Explain the origins of self-concept.
2. Recognize defense mechanisms that are used to protect one's self-concept.
3. Recognize positive traits and identify ways to work on negative traits.
4. Explain ways to develop a more positive self-concept.

MOTIVATION: Students look for good points in their classmates and compliment each other. Share feelings during this experience.

Unit Content	Learning Activities
Origins of Self-Concept --Definition --How it is developed --Aspects of self-concept	1. Create class definition of self-concept.
	2. Complete personal assessment of self. Appendix E. Share findings.
	3. Review factors and people that influence the development of self-identity and self-concept.
	4. Analyze Johari's aspects of self-concept. Appendix F.
Protecting Self-Concept	5. Create and discuss list of defense mechanisms that are used to protect one's self-concept. Appendix G.
Developing Positive Self-Concept	6. Analyze own positive and negative traits. Plan ways to alter the negative traits that can be changed and accept those that cannot.
	7. Complete positive self-concept worksheet. Appendix H.
	8. Play game "What Am I .. and Why?" Appendix I.

Learning Self-Concept	9. Discuss the importance of self-acceptance. Listen to a report on the position statement, "I'm O.K., You're O.K."
	10. Discuss impact of behavior on feelings of self-acceptance and self-worth.

TOPIC III: THEORIES OF HUMAN DEVELOPMENT

OBJECTIVE: Describe recognized theories of human development.

MOTIVATION: Students research literature in library or texts to find descriptions of human development

Unit Content	Learning Activities
Theories of Human Development --Havighurst --Maslow --Erikson	1. Listen to three groups of class members present these theories orally and visually to the class. Participate in the class discussion on each theory. 2. Complete and discuss checklist on Havighurst's eight developmental tasks of adolescents. Appendix J. 3. Set a personal goal toward self-actualization. Appendix K. 4. Complete matching exercise on Erickson's theory of human development. Appendix L.

TOPIC IV: VALUES AND DECISION MAKING

OBJECTIVES:
1. Identify personal values.
2. Explain the role of values in the decision-making process.
3. Demonstrate the decision-making process.

MOTIVATION: Students pretend that they only have six months to live. Ask them to explain how they would spend their remaining time. Show how this reflects their values.

Unit Content	Learning Activities
Values --Intrinsic (essential) --Extrinsic (incidental)	1. Complete value ranking exercise. Appendix M. 2. Differentiate among wants, values, and goals. 3. Distinguish between intrinsic and extrinsic values. 4. Categorize stated values as either intrinsic or extrinsic.
Source of Values --Family --Peers --Others	5. List sources of values and discuss. 6. Determine what or who influences the values one possesses.
Valuing Process --Choosing --Prizing --Living	7. Discuss links between values and decision-making. 8. Describe how one may "live" particular values.
Decision-Making Process	9. Make an analogy between the decision-making process and the scientific method. Appendix N.

--Define problem
--Identify choices
--Analyze choices
--Make the choice
--Take responsibility for decision

10. View visual aid (bulletin board) on the decision-making process. Appendix O.

11. Identify a common problem. In small groups work through this problem. Share similarities and differences. Support decisions made.

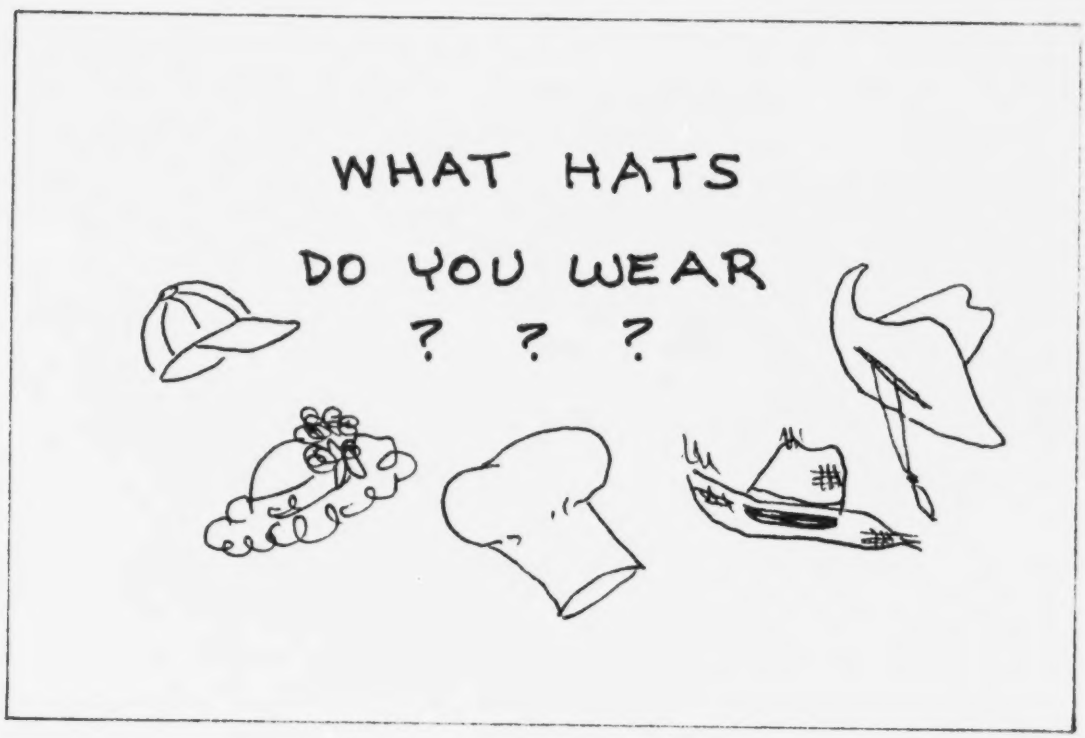
12. Analyze the decision-making process step by step.

APPENDIX A

Activity: WHAT HATS DO YOU WEAR?

Students design hats that they feel represent them. On the hats they write the various role they fulfill. Put completed hats on a bulletin board entitled, "Where Do You Hang Your Hat?"

Bulletin board may look like the example below:



APPENDIX B

Activity: HEREDITY VERSUS ENVIRONMENT CONTROVERSY

Students will read case studies about identical twins living apart. This will acquaint them with the heredity versus environment controversy.

Source: Leavenworth, C., Hendricks, G., Gay, K., Harriman, L. C., & Kreinin, M. M. (1985). Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., p. 21.

Twins Raised Apart: Living Laboratories

Identical twins occur in about one out of 90 births each year. Identical twins are genetically alike; since they developed from the same fertilized egg, they have the same genes, or chromosome parts that determine inherited characteristics. The shared hereditary characteristics result in the same appearance, hair and eye color, blood type, and even brain wave patterns.

When raised in the same family, identical twins share environmental characteristics, too. However, what happens when twins are raised apart? Without shared experiences, how alike are identical twins, especially after reaching adulthood? How much does having different adoptive parents, different homes, and ways of living make them unalike?

A research group at the University of Minnesota is currently studying twins who were separated at birth and raised by different families. When reunited as adults, these twins proved to be an extraordinary "living lab" in which to compare the effects of environment and heredity on human development.

The University of Minnesota research group has found many similarities between twins raised apart. Both physical and psychological testing of reunited twins has revealed evidence supporting hereditary influence in areas previously thought of as primarily influenced by environment.

One pair of twins studied was raised in Ohio towns 70 miles apart. When the two men met at age 39, they found they shared similar backgrounds and habits; both served part-time as deputy sheriffs, regularly vacationed in St. Petersburg, Florida, drove Chevrolets, and bit their nails. Name parallels in their lives were remarkable: both had been named Jim as children had owned dogs name Toy, had married women named Linda, had remarried women named Betty, one had named his sons James Allan, the other James Alan. More significantly, their medical histories were also similar: same blood pressure and sleep patterns, a sudden ten-pound weight gain at the same age,

and severe headaches starting at age 18.

Another set of twins raised apart was studied at age 47. Oskar was raised by his Catholic mother in Germany, while Jack had been brought up by his Jewish father in Israel. Although their lives growing up and in adulthood were very different, researchers learned that the two shared many common habits: both wore wire-rimmed glasses, sported mustaches, liked spicy foods, stored rubber bands on their wrists, and read magazines back to front. Researchers found that the twins' mannerisms and temperaments were similar, even though they did not share the same language.

Irene was raised in England and her twin Jeannette in Scotland. Yet researchers found that they had the same phobias: fear of enclosed areas and dislike of escalators. Both were compulsive counters; for instance, both counted themselves to sleep.

Many of the similarities of twins raised apart still need to be examined as researchers continue their studies. The discovery that twins often have similar medical histories even when raised in separate environments may prove significant. It is possible that the influence of genetics on the body's health is much greater than previously believed. Further findings may eventually help scientists identify and combat diseases caused by genetic tendencies.

APPENDIX C

Activity: INFLUENCES ON ADOLESCENTS

All of us are influenced by people and events every day of our lives. Teenagers are influenced by many groups of people. Some of these groups are as follows:

A. Parents
B. Siblings
C. Close friends
D. Peers
E. Teachers
F. Authority figures
G. Famous people
H. Media

Sometimes it may be hard to determine who influences our actions. It may be one or more of the above groups. While reading the following situations, determine who may have influenced the teen. You may have more than one answer to each--as long as you can support your answer.

_____ 1. John, 14, makes his bed every morning before leaving for school.

_____ 2. Jan, 16, will only drink new, improved brand x soda.

_____ 3. Lisa, 11, wants to wear makeup like her sisters, aged 15 and 17.

_____ 4. Seth, 15, got a speeding ticket while driving three of his friends to a football game.

_____ 5. Since Jim, 14, began the ninth grade his academic average has risen from a C- to a B+.

_____ 6. Jerry, 17, feels that his 12:30 A.M. curfew is much too early.

_____ 7. Beth, 15, joined the school service club. Next week they are going to visit a nursing home.

_____ 8. Joann, 18, feels unattractive because she is five feet tall and weighs 120 pounds.

_____ 9. Louis, 16, does not drink or smoke since he wants to be a top-ranked student athlete.

_____ 10. Anne, 17, wants to go to college and become a journalist.

_____ 11. Lane, 17, is embarrassed since he does not have a new car to drive.

APPENDIX C (Continued)

Activity: INFLUENCES ON ADOLESCENTS

_____ 12. Lauren, 15, will eat only "low-cal", diet foods and drinks. She is five feet tall and weighs 100 pounds.

_____ 13. Troy, 16, spent $800 on a black and white striped electric guitar.

_____ 14. Kevin, 13, does not participate in sports, something at which all of his older brothers excel.

_____ 15. Linda, 16, spent her entire monthly check from "Fast Burger" on designer jeans.

_____ 16. Donna, 13, had braces put on her teeth yesterday afternoon. This morning she refuses to come out of her room to go to school.

_____ 17. Keith, 19, began his first semester at Clark College last month. He has decided to change his major from education to philosophy; he really likes and respects his philosophy professor.

_____ 18. Jay, 12, has started using obscene language since he started making friends that are two to three years older than he.

_____ 19. Melinda, 14, refuses to go to the homecoming football game with a group of her friends. Now that she is a freshman in high school, she is not going to the game unless she has a date.

_____ 20. Mary, 18, is attending college and has a part-time job. She wants to move into an apartment of her own, but her parents are afraid that it is too dangerous.

APPENDIX D

Activity: IDENTIFYING INFLUENCES

The following characteristics will be written on slips of paper and put in a hat. A student will pull out a characteristic and explain what influences this personal trait or characteristic. The student should be able to support his or her answer. Influences may be genetic, cultural, environmental, or a combination of these.

Characteristics:

Fear of heights
Self-concept
Eye color
Overweight
Aggressive
Uncoordinated
Good athlete
Good leader
Large vocabulary
Neat appearance
Skin color
Impatient
Modest
Generous
Rude
Always depressed
Writes poetry
Plans good parties
Has low I.Q.
Collects stamps
Speaks Spanish
Laughs frequently
Is honest
Gives speeches
Goes to church regularly
Runs fast
Cries easily
Understands physics
Likes square dancing
Is interested in politics

APPENDIX E

Activity: PERSONAL ASSESSMENT.
Complete each of the following statements.

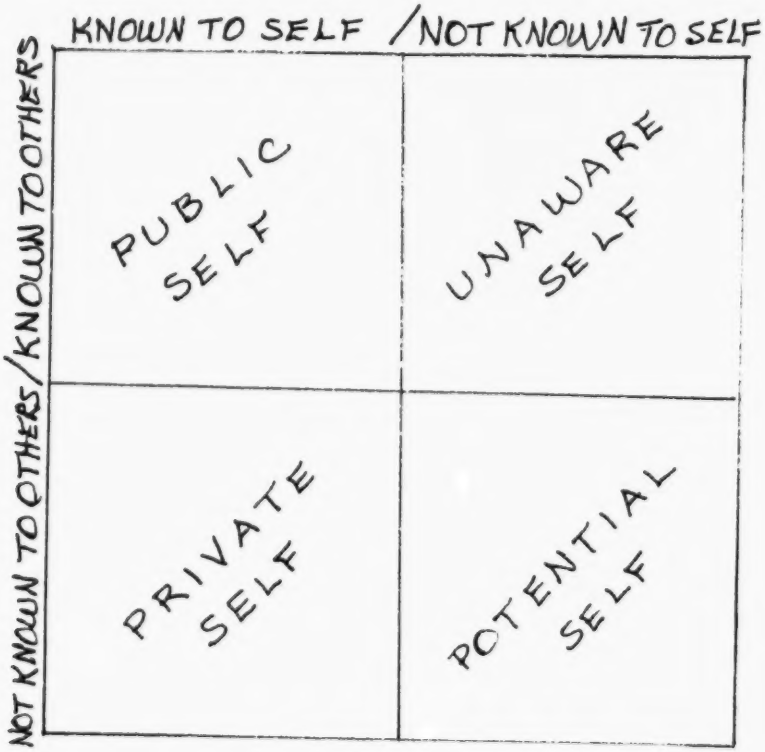
1. My name is _____.
2. I am very _____.
3. My favorite subject is _____.
4. My favorite sport is _____.
5. I am proud of my ability to _____.
6. I wish I could _____.
7. My friends like me because _____.
8. One of the first things new acquaintances notice about me is _____.
9. People say that one of my best traits is _____.
10. Teachers like the way I _____.
11. I feel happiest when _____.
12. I am unhappy when _____.
13. I feel bad about myself when my classmates _____.
14. When I am in a large group of people, I feel _____.
15. I like my best friend because _____.
16. One thing that I like about my family is _____.

APPENDIX F

Activity: JOHARI'S WINDOW - VISUAL AID

Some parts of ourselves are known to others, such as our appearance and our actions in public. Parts of ourselves are private. In each of these two areas there are aspects that are known and not known to ourselves. Give examples of behavior in each of the four "windows" below.

Source: Henderson, G. H. (1985). Dimensions of Life. Cincinnati, Ohio: South-Western Publishing Co., p. 11.



APPENDIX G

Activity: DEFENSE MECHANISMS

Source: Ryder, V. (1985). Contemporary Living. South Holland, IL: The Goodheart-Willcox Co., Inc., p. 62-66.

We use a variety of methods to solve problems and hide some of our feelings or actions. Match each defense mechanism on the right with its definition on the left. Give an example of each.

Definitions

1. Use a substitute method to achieve a desired goal.
2. Transfer an emotion connected with one thing to an unrelated thing.
3. Explain failure by giving an acceptable excuse.
4. Transfer energy of a desire that cannot be expressed into a physical complaint.
5. Accomplish in imagination what cannot be done in reality.
6. Value something far more than it is worth.
7. Face a problem and try to solve it.
8. Feel no effort can solve a problem.
9. Act like a person at a less mature stage of development.

Defense Mechanisms

A. Direct Attack
B. Compensation
C. Rationalization
D. Displacement
E. Conversion
F. Regression
G. Idealization
H. Daydreaming
I. Giving up

Key: 1=B 2=D 3=C 4=E 5=E 6=G 7=A 8=I 9=F

APPENDIX H

Activity: CHARACTERISTICS OF A POSITIVE SELF-CONCEPT.

Students discuss characteristics and then complete the statements below each one.

CHARACTERISTICS OF A POSITIVE SELF-CONCEPT

1. A person with a positive self-concept has the belief that he or she is a worthwhile person.

   I am a worthwhile person because _____

   _____

   _____

2. Those with a positive self-concept consider their possibilities and potentials.

   Some of my potential traits, skills, and talents are

   _____

   _____.

3. Those with a positive self-concept place emphasis on individual strengths. Five of my strengths are

   _____, _____, _____,

   _____, and _____.

4. Those with a positive self-concept form positive pictures about themselves. Some positive traits that I like about myself include the following:

   _____, _____, _____,

   _____, and _____.

5. Those with a positive self-concept explore the options to make wise decisions.

   To make wise decisions, I should _____

   _____

   _____

APPENDIX I

Activity: WHAT AM I . . . AND WHY?

Two groups will form on opposite sides of the room. The instructor will call out the following statements. Students will go to the group that they feel fits them better. After each statement and grouping, the instructor will ask one person from each group to explain why he or she belongs there.

WHAT AM I . . . AND WHY?

Are you more like . . .

1. . . . a toyota or a cadillac? Why?
2. . . . bright yellow or deep purple? Why?
3. . . . top siders or tennis shoes? Why?
4. . . . an accountant or a travel agent? Why?
5. . . . a football or a golf ball? Why?
6. . . . blue jeans or a tuxedo? Why?
7. . . . French fries or a baked potato?
8. . . . the Reader's Digest or the T. V. Guide? Why?
9. . . . the comics or the financial page? Why?
10. . . . morning or midnight? Why?
11. . . . the letter "I" or the letter "S"? Why?
12. . . . the ocean or a mountain stream? Why?
13. . . . sunshine or a thunderstorm? Why?
14. . . . pearls or diamonds? Why?
15. . . . a cot or a waterbed? Why?

APPENDIX J

Activity: HAVIGHURST'S EIGHT TASKS OF ADOLESCENT DEVELOPMENT.

Circle the number on the continuum that represents how you feel about your progress toward completion of each task described. The "5" represents completion of the task, while the "1" indicates that work on the task has just begun.

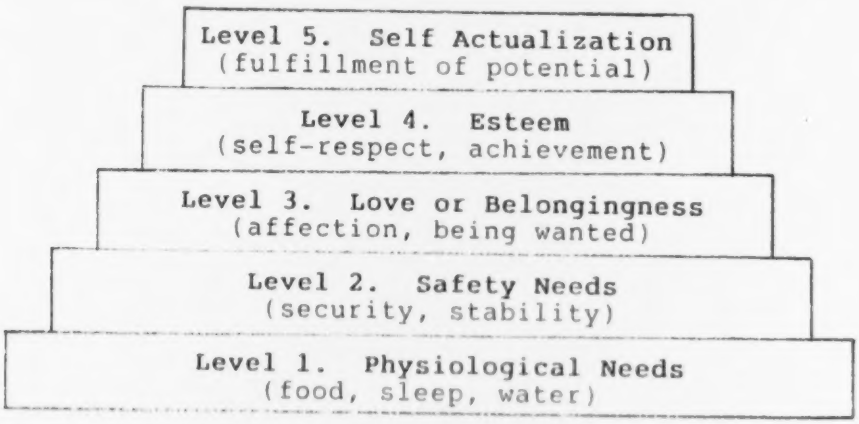
Beginning---Completion					Task
1	2	3	4	5	A. I have formed new and more mature relationships with peers of both sexes.
1	2	3	4	5	B. I have created an acceptable sex role for myself.
1	2	3	4	5	C. I have accepted my body and use it effectively.
1	2	3	4	5	D. I have reached emotional independence from parents and adults.
1	2	3	4	5	E. I have developed my personal attitude toward marriage and family.
1	2	3	4	5	F. I have selected and am preparing for an occupation.
1	2	3	4	5	G. I have acquired my own set of values to guide my behavior.
1	2	3	4	5	H. I have accepted and adopted socially responsible behavior.

APPENDIX K

Activity: MASLOW'S HIERARCHY OF HUMAN NEEDS

Give examples of how people fill their needs on each level below, building on the most basic level. Write a goal you have for self-actualization or meeting your need for making the most of yourself.

Source: Maslow, A. H. (1954). Motivation and Personality. New York: Harpers.



Examples:

Level 1. _____

Level 2. _____

Level 3. _____

Level 4. _____

Level 5. _____

My Goal is: _____

_____

_____

APPENDIX L

Activity: ERIKSON'S EIGHT STAGES OF DEVELOPMENT

Match the successfully completed tasks of Erikson's stages to the proper stage title.

Source: Ryder, V. (1985). Contemporary Living. South Holland, Illinois: The Goodheart-Willcox Company, Inc., p. 24.

A. Trust versus Mistrust

B. Autonomy versus Shame

C. Initiative versus Guilt

D. Industry versus Inferiority

E. Identity versus Identity Confusion

F. Intimacy versus Isolation

G. Generativeness versus Self-absorption

H. Integrity versus Despair

_____ 1. You develop imagination and begin to think of your own activities.

_____ 2. You feel confident of yourself, other people, and your environment.

_____ 3. You carry a project through to completion and learn that work is meaningful.

_____ 4. You accept yourself and become ready to establish stable relationships.

_____ 5. You experience the freedom of self-direction and have the confidence to assert yourself.

_____ 6. You are satisfied with your past and look forward to your future.

_____ 7. You sort through your thoughts and feelings to discover who you are and to find a stable role for yourself in society.

_____ 8. You express concern for the welfare of young people and the world.

APPENDIX M

Activity: VALUE RANKING EXERCISE

Under each subheading, rank the items from "1" to "4" with "1" representing what you value most, "2" what you value next, and so on. What do your values say about you?

I. Time

_____ Time to be alone

_____ Time to be with your family

_____ Time to be with your friends

_____ Time to be with one special person

II. Possessions

_____ A new car

_____ An extensive wardrobe

_____ Money in the bank

_____ Recreational items (skis, stereo, etc.)

III. Traits in a Mate

_____ Attractiveness

_____ Generosity

_____ Honesty

_____ Independence

IV. Recreation

_____ Quiet time with a friend

_____ Loud, crowded party

_____ Drinking alcohol

_____ Going to a movie

APPENDIX M (Continued)

Activity: VALUE RANKING EXERCISE

V. School Matters

_____ Joining many clubs

_____ Socializing with friends

_____ Learning all that you can from your teachers and classes

_____ Learning enough to get by

II. Free Time

_____ Make things; pursue hobbies

_____ Read

_____ Go out with friends

_____ Join clubs or sports teams

VII. Personal Traits

_____ Sense of humor

_____ Intellectual ability

_____ Having many friends

_____ Attractiveness

VIII. Your Future

_____ Your health

_____ Financial security

_____ Your family

_____ Career

APPENDIX N

Activity: THE DECISION-MAKING PROCESS AND THE SCIENTIFIC METHOD

At the bottom of the page, students list the steps in the decision-making process and state how decision making is much like the scientific method.

Scientific Method:

1. State the problem.
2. Develop a hypothesis (possible answer).
3. Test the hypothesis.
4. Analyze results.
5. Provide information to support or reject the hypothesis.

Decision-Making Process:

1.
2.
3.
4.
5.

Assignment: On the back of this sheet, work out the following problem by going through the five steps in the decision-making process. Write down all information considered in each step.

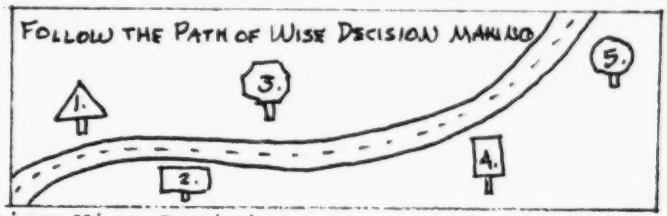
Problem: Student council election results have just been announced over the intercom to the entire school. While you were walking by the student office yesterday, you saw students changing the written ballots of other students. This may have affected the outcome of the election. What should you do?

APPENDIX O

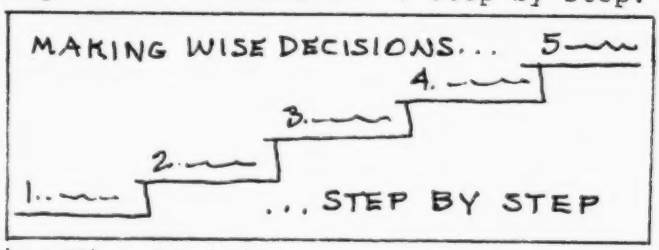
Activity: DECISION MAKING BULLETIN BOARD

Possibilities:

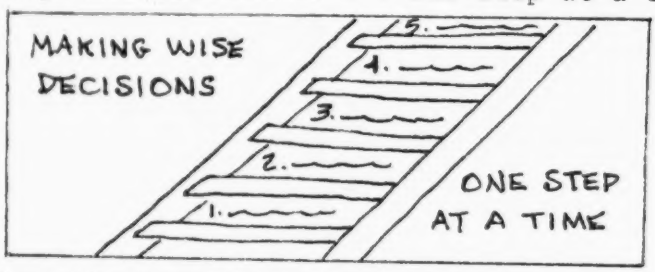
1. Follow the Path of Wise Decision Making.



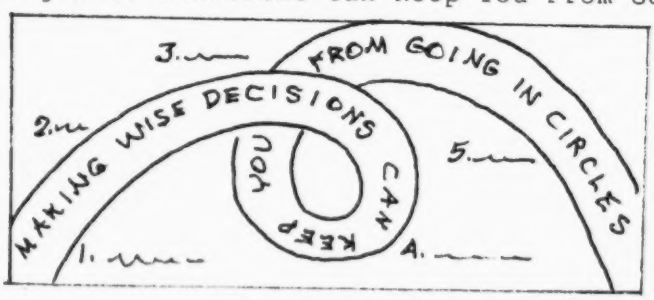
2. Making Wise Decisions . . . Step by Step.



3. Making Wise Decisions. . . One Step at a Time.



4. Making Wise Decisions Can Keep You From Going in Circles.



UNIT ONE - MY WORLD
FHA ACTIVITIES

A. Make "Discovering Self" and "Self-Concept" the theme of a meeting. Some possible activities are:

1. Speaker on "Developing Your Best Self."
2. Film on self-concept.
3. Worksheet on improving self-concept, listing positive traits, skills and talents.
4. Play "What Am I . . . and Why?" (See Appendix I).
5. Practice giving and accepting compliments to peers. Discuss how this makes one feel.

B. FHA members could make some visuals for use in the classroom during this unit.

C. Invite other clubs or individuals to an after-school workshop on decision making put on by the FHA club.

D. When conflicting opinions appear over some FHA event, form committees to review the alternatives. Go through the decision-making process; present findings to the club. Have vote of membership on the question.

E. Work on Power of One (FHA Module 1) in place of a unit project.

F. Let FHA members lead class discussions. Possible topics are:

1. How the culture of Louisiana affects the development of self.
2. How the family affects self and self-concept.

UNIT ONE - MY WORLD

UNIT TEST
(100 points)

Part I. MATCHING

A. Match each example of differences in individual growth to its category from the list at the right (24 points).

Examples	Category
___ 1. John's eyes are blue, Mary's brown.	A. Physical
___ 2. Joan is underweight and Tammy is overweight.	B. Emotional
___ 3. Sue and Tom go to a scary movie. She laughs and he cries.	C. Social
___ 4. Phyllis finds it easy to learn math but Joe does better in Spanish class.	D. Intellectual
___ 5. At a party Hank gets around and meets everyone but Libby sits alone.	E. Genetic
___ 6. Cynthia let her hair grow long but Gail cut hers short.	
___ 7. Jack learned to read when he was four but Carrie couldn't read until she was seven.	
___ 8. Jerry gets along with his parents but Claudia fights with hers.	

B. Match each theory of human development with the person that developed it (15 points).

Theories	Persons
___ 9. Developmental tasks	A. Havighurst
___10. Transactional analysis	B. Maslow
___11. Priority of human needs	C. Erikson
___12. Self actualization	
___13. Parent, adult, and child ego states.	

C. Match each case on the left with the type of defense mechanism it illustrates from the column on the right (15 points).

Cases	Defense Mechanisms
___14. Terry could not be the star in the school play so she volunteered to make the costumes.	A. Direct Attack
___15. Mary turned Ron down for a date to the school dance. He told his friends he wouldn't go with her because she couldn't dance well.	B. Rationalization
___16. Joe had a problem learning biology so he signed up for a tutoring session after school.	C. Compensation
___17. Alvin had a test on Monday. He hadn't studied for it, so he told his Mom he was sick and didn't go to school.	D. Regression
___18. Fran was too shy to go out with friends, so she stayed home and watched television.	

PART II: MULTIPLE CHOICE
In the blank at the left write the letter of the best answer for each item (21 points).

___19. Self-concept is
(A) what I am.
(B) what I think I am.
(C) what others think I am.
(D) what I think others think I am.

___20. Siblings are one's
(A) parents.
(B) ancestors.
(C) brothers and sisters.
(D) friends of the same age.

___21. Peers are one's
(A) parents.
(B) ancestors.
(C) brothers and sisters.
(D) friends of the same age.

___22. Autonomy is
(A) independence.
(B) dependence.
(C) self identity.
(D) self esteem.

___23. What a person believes is that person's
(A) goals.
(B) values.
(C) wants.
(D) judgment.

___24. The part of one's personality known to one's self and also known to others is one's
(A) public self.
(B) private self.
(C) unaware self.
(D) potential self.

___25. In Maslow's hierarchy of human needs the most basic level is
(A) esteem.
(B) love or belongingness.
(C) safety needs.
(D) physiological needs.

PART III: SHORT ESSAY

Jackie is having trouble in math class. List the five steps in the decision-making process and use each one to show how she could solve her problem (25 points).

UNIT ONE - MY WORLD

UNIT TEST - ANSWER KEY

PART I: MATCHING
(3 points each)

E 1.
A 2.
B 3.
D 4.
C 5.
A 6.
D 7.
C 8.
A 9.
C 10.
B 11.
B 12.
C 13.
C 14.
B 15.
A 16.
D 17.
D 18.

PART II: MULTIPLE CHOICE
(3 points each)

B 19.
C 20.
D 21.
A 22.
B 23.
A 24.
D 25.

PART III: SHORT ESSAY
(5 points for each step illustrated)

a. define problem

b. identify choices

c. analyze choices

d. make choice

e. take responsibility for decision

HOME AND FAMILY CURRICULUM GUIDE

UNIT TWO - FAMILY WORLD

UNIT TWO - FAMILY WORLD

INTRODUCTION

Although families throughout the world are structured differently, all of them exert a strong influence on their young. Under the auspices of the family the individual learns the basic lessons of life which will enable him or her to become a functioning member of society. Differences in heritage determine the individual's outlook on life and ways of dealing with other people.

As a family goes through various stages, the individual becomes aware of the rights and responsibilities of family members. Through the process of interpersonal relationships, he or she develops skills which will allow him or her to effectively communicate within the family as well as in the outside world.

Strong families share patterns that enable them to survive and grow and are committed to helping each member reach his or her potential.

COMPETENCIES

1. Understand the influence of the family on one's outlook toward life.
2. Understand the importance of communication in dealing with others.
3. Be aware of the rights and responsibilities of family members.
4. Describe family patterns that promote family strengths.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe how the family has changed over time.
2. List ways a family serves its members.
3. List stages in the family life cycle.
4. Describe ways to cope with problems involving family members.
5. Explain the rights and responsibilities of family members.
6. List and define different methods of communication.
7. Identify feelings associated with relationships.
8. Describe positive patterns of family functioning.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Define the term "family."
2. Describe how families have changed throughout history.
3. Identify a variety of family structures.
4. Explain how a family serves its members.
5. Describe the stages in the family life cycle.
6. Analyze a variety of family relationships.
7. Explain the interrelatedness of the rights and responsibilities of family members.
8. Utilize communication skills in building relationships.
9. Explain the role of feelings in interpersonal communication.
10. List communication skills necessary to maintain interpersonal relationships.
11. Analyze how families can build on their strengths to meet needs of family members.

METHODOLOGY

Use the information from the unit outline and other available resources to familiarize students with the concepts related to effective membership in a family. Ideas to supplement class activities are found in the appendix.

SUGGESTED INTEREST APPROACHES

Interest approaches for each topic are given in the following pages.

UNIT OUTLINE

I. Family Structure
II. Functions of the Family
III. Stages in the Family Life Cycle
IV. Family Relationships
V. Rights and Responsibilities
VI. Communication Skills
VII. Building Family Strengths

UNIT TWO - FAMILY WORLD
RELATED TERMS

active listening
adoption
adopted siblings
adoptive family
adoptive parents
alternative family structure
ancestors
appreciation
blended family
commitment
communication
controllers
coping
declarative message
door openers
early married stage
economic security
emotional flooding
emotional security
empty nest stage
escape (flight)
extended kinship family
family
family responsibilities
family rights
family strengths
family wellness
fight
foster parents
foster siblings
foster family
influencers
later years
launching stage
modified extended family
natural parents
natural siblings
nonverbal communication
nuclear family
positive message
preventive message
problem ownership
procreation
responsive message
shifting gears
siblings
sibling rivalry
single family
single parent family
submit
time together
verbal communication

UNIT TWO - FAMILY WORLD
INDIVIDUAL PROJECTS

1. Complete the family tree exercise beyond the four generations required in the class activity. Present findings visually and orally.

2. Investigate family roots to learn the countries of origin of your ancestors.

3. Write a report on an alternative family structure that is used by some group of people.

4. List five ways that a teen can help fulfill each of the following functions of the family:

   a. provide physical care

   b. meet emotional needs

   c. nurture personality and growth

   d. provide security

5. Use your own family to study the changes that different stages in the family life cycle bring about. Start out when your parents were just married and move up to the present. Include major problems or decisions facing the family in the various stages and what major changes that different stages brought in the family lifestyle.

6. Write an essay on parent-adolescent relationships.

7. Provide the class with ten tips for more effective verbal communication.

8. Construct a bulletin board or present a bulletin board idea on some aspect of family communication. Some examples are:

   a. Family Hot Line - A Way to Solve Family Problems.

   b. Keep Family Communication Lines Open.

   c. Be a Good Family Listener.

9. Aid the instructor in presenting the lesson on listening skills by creating visual aids that will help in the explanation and discussion of this topic.

10. Write an essay on the major strengths found in one's family, giving examples of how these help family members cope and grow.

11. Plan an activity that all family members would enjoy (fishing, gardening, trip, visit to relatives, etc.)

UNIT TWO - FAMILY WORLD

TOPIC I: FAMILY STRUCTURE

OBJECTIVES:
1. Define the term "family."
2. Describe how families have changed throughout history.
3. Identify a variety of family structures.

MOTIVATION: Students bring in family photos to help in the discussion of family definition, history, and structure.

Unit Content	Learning Activities
Definition of Family	1. Display family photos on bulletin board entitled "Family World."
	2. Discuss and define the term "family." Students write down what family means to them; share ideas.
	3. Form small groups; read each description. Determine whether or not the group described is a family. Appendix A.
	4. Write a want ad for the newspaper entitled "Seeking Members for the Perfect Family."
History	5. Complete "Coat of Arms" and "Family Tree" worksheets with personal information. Appendix B.
	6. Construct a bulletin board to pinpoint each class member's family origin on a world map.
	7. Discuss how their families have played a part in community and state history.

Structure
--Extended kinship family
--Modified extended family
--Nuclear family
--Single parent family
--Blended family
--Foster family
--Adoptive family
--Alternative family

8. Interview grandparents or other older relatives to see how the family, as a unit, has changed over time. Write short report to share with the class.

9. Divide into eight small groups and describe one of the eight family structures. Groups will share descriptions with the class.

10. Construct bulletin board of paper doll cutouts depicting each family structure.

11. Invite a guest speaker to describe prevalent family structures in a different culture.

TOPIC II: FUNCTIONS OF THE FAMILY

OBJECTIVE: Explain how a family serves its members.

MOTIVATION: Pass around a bag of items including a rubber band, gold star, paper clip, mint, balloon, reinforcement, bandage, and transparent tape. Tell how each describes a family; discuss.

Unit Content	Learning Activities
Functions of the Family --Procreation --Provide physical care --Nurture personality and growth --Provide security --Meet emotional needs	1. Make a list of the functions that a family had to fulfill in the year 1800. Check off the ones that are fulfilled by other social institutions or organizations today. 2. Discuss functions of today's family. 3. Define procreation.

4. Construct a bulletin board that explains the basic five functions of the family.

5. Read through a list of family activities. State which functions are being met by each activity. Appendix C.

6. Divide into groups of two or three. List ways that they can help fulfill the last four family functions. Share findings.

7. Plan a recreational activity for a family that fits their wants and likes and that also fulfills some of the functions of the family.

TOPIC III: STAGES IN THE FAMILY LIFE CYCLE

OBJECTIVE: Describe the stages in the family life cycle.

MOTIVATION: Each student states which stage of the life cycle he believes his family is in and why.

Unit Content	Learning Activities
Stages in the Family Life Cycle --Early married stage --Growing family stage --Launching stage --Empty nest stage --Later years	1. Read and discuss stages in the family life cycle. Study diagram on how many years most families stay in the various stages. Appendix D. 2. Interview two families, each in different stages of the life cycle. Appendix E. 3. Form five "family" groups of class members. List major problems facing families in "their" particular stage of the family life cycle.

TOPIC IV: FAMILY RELATIONSHIPS

OBJECTIVE: Analyze a variety of family relationships.

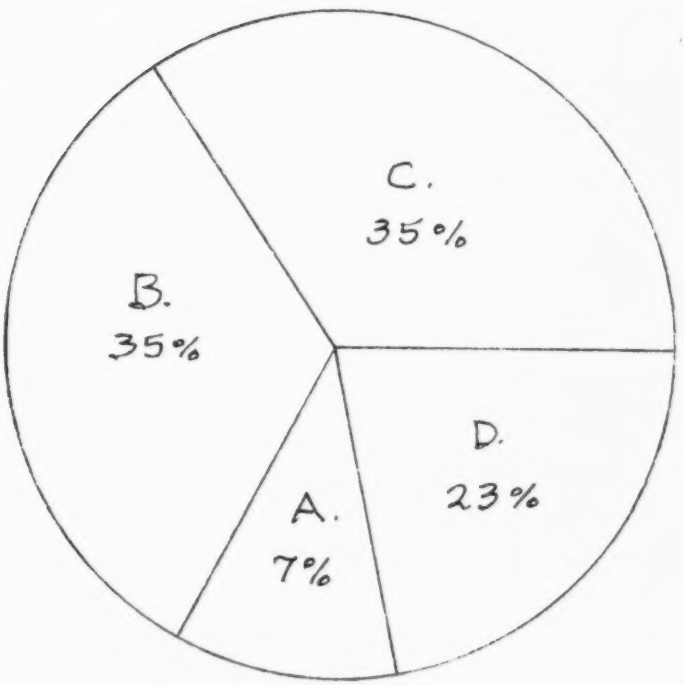
MOTIVATION: Each student share the number and gender of siblings in his or her family. Have each state his or her place in the sibling order.

Unit Content	Learning Activities
Family Relationships --Parent-child	1. Read and discuss article, "Adolescents and Parents: Letting Go." Appendix F.
	2. List special problems common in adolescent-parent relationships.
	3. Role play various popular teen-parent conflicts. Share feelings about being the teen and the parent in these situations. Appendix G.
>natural parents >adoptive parents >guardians >foster parents	4. Define the four types of "parents" listed.
--Siblings >natural >adopted >foster >step	5. Identify four types of siblings.
	6. Write an essay on sibling rivalry. Why does it happen? What can be done about it?
--Extended family	7. Discuss the types of relationships among members of an extended family.
Changing Relationships Over Time	8. Write a short explanation on how a relationship with one family member has changed over the years.

APPENDIX H

Activity: HOW DO WE COMMUNICATE?

Students will study the pie chart to gain a better understanding of the interrelated areas of communication.



KEY:

A. Words

B. Facial Expressions

C. Body Language

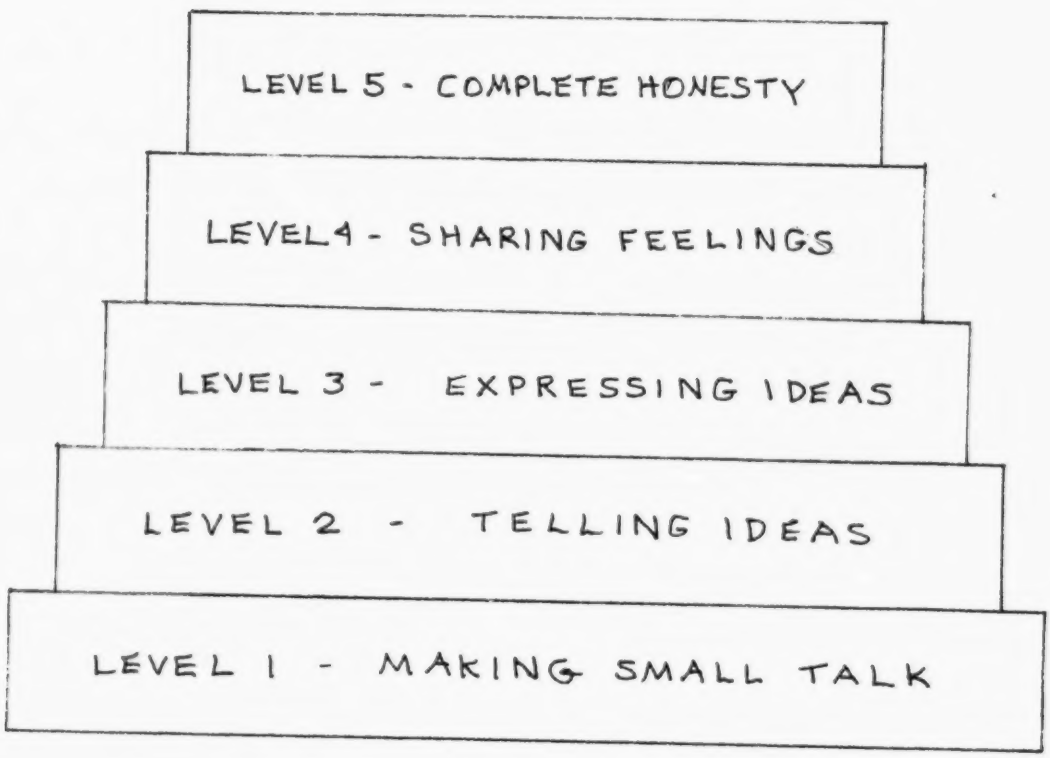
D. Tone of Voice

APPENDIX I

Activity: LEVELS OF COMMUNICATION

A visual aid is supplied to help students understand the various levels of communication. Students add the definitions of each level as the discussion on this topic proceeds.

Source: Abendroth, R. B. (1986). Changes and Choices. South Holland, Illinois: The Goodheart-Willcox Company, Inc., p. 242.


LEVEL 5 - COMPLETE HONESTY
LEVEL 4 - SHARING FEELINGS
LEVEL 3 - EXPRESSING IDEAS
LEVEL 2 - TELLING IDEAS
LEVEL 1 - MAKING SMALL TALK

APPENDIX J

Activity: COMMUNICATION--A CASE STUDY

Students read the following case study to get a better idea about how people move from one level of communication to another.

Developing Friendships--Through Effective Communication

Sally and Troy were at the first level of communication when they met on the first day as counselors at summer camp. They introduced themselves and made small talk about what their duties were to be for the summer. They both felt shy and a little nervous about meeting new people.

Over the next few weeks Sally and Troy reached the second level of communication. He gave her some information about his hometown and the high school that he attended. She told him the facts about her hometown and high school. She mentioned plans for college in the coming year.

As the weeks passed, Sally and Troy got to know each other much better. They began to share ideas about what they liked and what they disliked. They found out that they both liked baseball and fried chicken. Neither one of them liked football or green vegetables. They also found out that they both wanted to travel and see the world, especially Europe. If Sally and Troy had not found that they had common views on some topics, their friendship might not have progressed past this level.

As the two spent more time together during the course of their summer counseling jobs, they moved up to the fourth level of communication. Sally told Troy how important she thought college and education were to everyone. Troy shared some of his goals for the future, but was afraid to tell Sally that he had no intention of going to college.

By the end of the summer Sally and Troy were best friends. Troy now felt that he could tell Sally that he did not feel college was crucial to success. He knew that she would listen and respect his opinion even if she did not agree with it. Sally knew that Troy would treat her with the same respect.

APPENDIX K

Activity: CONTROLLERS VERSUS INFLUENCERS

This information can be used on a transparency to give students an idea of what is meant by controllers and influencers.

List characteristics of these two communication behaviors:

CONTROLLERS	INFLUENCERS
promise	advise
order	suggest
threaten	listen
yell	speak softly

Students can add to this list:

_____	_____
_____	_____
_____	_____
_____	_____

Once the transparency is viewed and discussed, the corresponding activity sheet should be completed.

APPENDIX K (Continued)

Activity: CONTROLLERS VERSUS INFLUENCERS

IDENTIFYING CONTROLLERS AND INFLUENCERS

Students complete the following worksheet identifying controllers and influencers in their lives. They will state how the experience made them feel. On completion, students will share some of these experiences and feelings with the class.

WHAT THE CONTROLLER DID	HOW IT MADE ME FEEL

WHAT THE INFLUENCER DID	HOW IT MADE ME FEEL

APPENDIX L

Activity: THE FEEL WHEEL

Students will use the Feel Wheel to assess how they feel today. They will try to find some explanation for these feelings.

Why do you feel as you do? What or who caused these feelings? Are you in control of them?

Variation: The instructor may read out case studies or stories to which the students may react. Students identify the feelings evoked from these situations on the Feel Wheel.

APPENDIX M

Activity: FEELINGS

Students view a transparency on feelings. They will read each statement separately and discuss whether or not they agree with each statement.

1. Feelings are normal.
2. Everyone has feelings.
3. Everyone experiences some of the same feelings, such as happiness, jealousy, and hatred.
4. Feelings can make you feel good or bad.
5. Feelings can make you a good or bad person.
6. Feelings just happen to you.
7. Feelings just affect you; sometimes you cannot identify where a feeling comes from.
8. Feelings are on the inside.
9. Feelings cannot be seen or heard.
10. Feelings are not conscious thoughts.
11. Feelings are not based on facts or figures.
12. No one can debate or "prove" that your feelings are wrong or inappropriate.
13. Feelings are for the moment; they are fleeting.
14. One feeling cannot last forever.
15. Feelings are what shape our lives and motivate our actions.

APPENDIX N

Activity: FEEL CARDS

Students will be handed 15 index cards each. A partial sentence, dealing with feelings, will be on each card. Students are to complete the sentences by stating how they felt in the given situations. The 15 cards should state the following:

1. The last time I looked in the mirror, I felt . . .
2. The last time I disagreed with a friend, I felt . . .
3. The last time someone said something nice to me, I felt ...
4. The last time I really helped someone, I felt . . .
5. The last time I got into a fight with someone at home, I felt . . .
6. Last night at 10:00 p.m., I felt . . .
7. The last time I was alone, I felt . . .
8. The first time that I won something, I felt . . .
9. The last time I really cried, I felt . . .
10. This morning when I woke up, I felt . . .
11. After seeing my last report card, I felt . . .
12. On my way to this class, I felt . . .
13. The last time my whole family got together, I felt . . .
14. On my last birthday, I felt . . .
15. On my first date, I felt . . .

APPENDIX O

Activity: ICEBERGING

Students will view a transparency on iceberging. The theory behind iceberging is that there is no such emotion as anger. Anger stems from other emotions.

Examples: John does not make the football team. He leaves practice, goes home, and "gets angry" at his brother for riding his bicycle without asking. This anger could be disappointment over not making the team.

Susan sees Rick, the boy she had been dating for six months, talking in the hall to a friend who has just made the cheerleading squad. She "gets angry" at Rick and breaks their weekend date. This anger could be jealousy because Rick notices other girls, or because Susan always wished that she could be a cheerleader.

Students come up with three situations in which they were "angry." They try to identify other feelings that may have been at the heart of this anger.

APPENDIX P

Activity: THE LISTENING TEST

Directions:

1. Choose a partner.

2. Put chairs back to back so you cannot see your partner. Talk about the first day of school for one minute each. While one partner is talking, the other remains silent. Share feelings about this type of communication.

3. Move chairs so that you can see your partner. Each continues to talk, for one minute, about the first day of school. The listener may nod, look interested, or make gestures; he must still remain silent. Share feelings about this type of communication.

4. Keep chairs facing each other. Partners will again take turns speaking for one minute each about the first day of school. The listener may now use door openers such as, "Oh, I see . . . " or "Tell me more . . ." Share feelings about this type of communication.

5. Partners remain facing each other and taking turns at talking for one minute each on the first day of school. The listener may now check on the understanding of messages by saying, "It sounds like you . . ." or "It really seems that . . ." or "What I am hearing you say is . . ." Share feelings about this type of communication.

APPENDIX Q

Activity: CLASS PARTY

This activity is to help students learn about and practice different icebreaking techniques.

Directions:

1. For five minutes, students will mill around the room pretending to meet each other for the first time.

2. Students will break into small groups to discuss how they felt during the "party." They will come up with lists of good openers or one-line icebreakers that can be used when trying to start conversations with new acquaintances.

3. For five minutes small group members will mix with people from other groups pretending to meet them for the first time. They will make use of their lists of icebreakers to help them start conversations.

4. Entire class will discuss the differences between what happened at the two "parties." Feelings about the two will be compared and contrasted.

5. For fun, students will come up with some icebreaking games that they can use at club meetings or at their own parties.

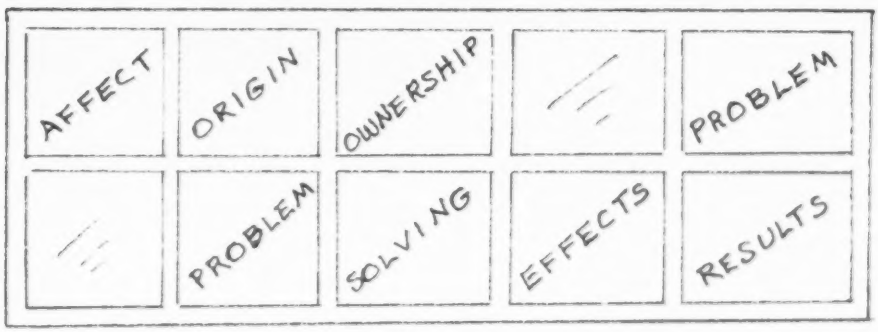
Examples: Everyone at the party must take off one shoe as they enter and put it in a box. After everyone arrives, each person pulls a shoe from the box. They must find its owner and start a conversation with him or her.

In the pop-up game, everyone is seated. One person begins calling out characteristics. If the description fits you, you must jump up and then sit back down quickly. This game should move at a fast pace. People will find out much about everyone present during the game. (Some examples of characteristics are: has blue eyes, is a senior, plays basketball, likes pizza.)

APPENDIX R

Activity: PROBLEM OWNERSHIP

This activity helps to determine problem ownership by using the "Window to the World." Sometimes people get in problem situations and then are unsure about "who's problem is this?" Using this worksheet should help students to determine problem ownership.



In a problem situation, ask the following questions:
1. Where did this problem originate?
2. Whom does it affect?
3. Does it affect me?
4. Who can help solve it?
5. Who will have to live with the solution?
6. Who has the most to lose if the problem is not solved?
7. Who will gain from its resolution?

The problem or situation will fit into one of these areas:

The goal is to increase the middle range.

Students may practice determining problem ownership by breaking into four groups to try to solve the following problems:
1. John does not like his 9:00 curfew.
2. Sally is dating the boy that her best friend likes.
3. Becky and Al had a fight over his job.
4. Cathy does not like to ride to school with her neighbor who smokes.

Share decisions and the decision-making process with the class.

APPENDIX S

Activity: DEFINING AND SENDING I-MESSAGES

Students will view the transparency on I-messages to help them understand how to send I-messages.

I. What is an I-message?

An I-message . . .
- describes me.
- describes how I feel.
- comes from inside.
- is real and honest.
- helps maintain relationships.
- is opposite from a you-message.

II. What is a you-message?

A you-message . . .
- is a result of anger.
- blames others.
- threatens others.
- puts others down.
- causes bad feelings and rebellion.
- is destructive to relationships.

III. Sending I-messages.

I-messages . . .
- do not occur naturally.
- must be learned.
- must be practiced.
- do not control others.

I-messages have three parts. They are . . .
- how I feel.
- what your behavior is.
- how your behavior affects me.

When sending I-messages, use this form:

I feel _____
when you _____
because _____

APPENDIX S (Continued)

Activity: DEFINING AND SENDING I-MESSAGES

Some examples of I-messages are written below in simple form:

1. I feel aggravated
   when you pop your gum
   because I can't concentrate on my work.

2. I feel really upset and worried
   when you come in late at night
   because I can't sleep knowing you're not safe at home.

3. I feel rushed in the morning
   when you don't return my hair dryer
   because I have to spend time looking for it.

Have each student come up with an I-message, stated in the proper form, to share with the class.

APPENDIX T

Activity: TYPES OF I-MESSAGES

This transparency will help students recognize the different types of I-messages.

A. The Declarative Message:

This lets the other person know how you feel, or what it feels like to be you.

"I have a hard time reading the paper with you in my lap. I would feel much more like holding you after I finish the paper."

B. The Responsive Message:

This is a message in response to the request of others. It states "no" when the request is unacceptable, or states "yes" and then explains why.

"No. I worked hard on this and I do not want to get caught helping someone else cheat."

C. The Preventive Message:

This lets others know ahead of time what you need or want.

"I am going to the movies tomorrow night, and I'll have time to get dressed if I'm first in the bathroom."

D. The Positive Message:

This gives reinforcement but it is not "gushy."

"I really appreciate your taking out the garbage because it saves me time."

APPENDIX U

Activity: MODEL OF FAMILY STRENGTHS

The Circle of Power, showing components in the pattern of family strengths, may be used as a bulletin board or a transparency.

Source: Achord, B. et. al. (1986). Building Family Strengths. Lincoln, Nebraska: University of Nebraska-Lincoln, Department of Human Development and Family, p. 8.

KEY: Commitment (blue) = promise of time and energy
Wellness (yellow) = belief in positive human action
Communication (pink) = clear, direct channels between people
Appreciation (green) = recognitive of positive aspects.
Time together (orange) = meaningful interaction
Coping ability (red) = reducing stress; preventing conflicts and crises

The Circle of Power

A Model of Family Strengths

APPENDIX V

Activity: APPRECIATING FAMILY MEMBERS

Appreciation is the ability to value something or someone highly and to recognize the positive, the good and the beautiful. Members of strong families help one another feel good about themselves. Brainstorm ways to show appreciation in the following cases.

A. Mom stays up late to iron your favorite shirt to wear to school tomorrow, because it's the day school pictures are being made.

B. You run out of gas in the car on the way home from a movie one night. Dad comes to the rescue and doesn't get angry.

C. Grandmother sends you a nice check for your birthday.

D. Your big brother helps you with an algebra assignment that you really didn't understand.

E. Your little sister lets you use her bike even though she wanted to go riding with her friends.

F. Your mom is chosen to sing the solo at church on Sunday.

G. Your parents take the family out to eat in a restaurant to celebrate the last day of school.

H. The whole family pitches in to help clean the house and yard and prepare food when you have a party for your friends.

UNIT TWO: FAMILY WORLD
FHA ACTIVITIES

1. FHA members could create or help with the design and formation of the bulletin boards for this unit on the family. The topics covered include:

   (a) Family photo display
   (b) Family origin
   (c) Family structure
   (d) Family functions
   (e) Feelings
   (f) Communication

2. Have members invite some resource people in to speak at the monthly meeting on this topic: "Local History and Local Families."

3. Conduct a meeting with the theme, "The Changing Family," and have members invite grandparents to be guest speakers in leading the discussion on how the family has changed over the past 50 to 75 years.

4. Conduct a meeting with the theme, "Adolescent/Parent Relationships." Use films, guest speakers, student speakers, case studies, text material, or whatever is available on this topic. Members will conduct this session, and other school clubs or other students could be invited to listen and to participate.

5. Members can work on the FHA Power of One (Module 2) in place of a class project.

6. The FHA members could do their service project in a family related area. Some examples are:

   (a) Visit a nursing home.
   (b) Visit or volunteer time at a children's home.
   (c) Collect canned goods or clothing for needy families.
   (d) Adopt a grandparent.

7. Focus on communication skills when planning relaxers and entertainment for the meeting. Some examples are:

   (a) Brainstorm on recreational events acceptable for the entire family.
   (b) Conduct the listening test from Appendix F or conduct a similar one.

(c) Play charades to depict uses of nonverbal communication.

(d) Give a fun presentation of some specific forms of body language and the meanings that can be derived from body language.

(e) Use some fun icebreaking techniques to start the meeting or use as a relaxer. See Appendix Q for some ideas.

8. Invite a panel of guest speakers to talk about organizations in the community that help families cope with problems.

9. Plan an FHA Family Appreciation Fun Day with family members invited to share activities they all can enjoy. Some ideas:

-Family Olympics (sack races, potato-in-a-spoon race, family relay race, etc.).
-Hamburger barbecue and favorite salad supper.
-Costume party with families coming as famous families from history.

UNIT TWO - FAMILY WORLD

UNIT TEST
(100 points)

PART I: MATCHING

Match the definitions on the left with the correct terms on the right. (20 points).

Definitions	Family Structures
____ 1. Two successive generations, both parents and at least one child.	A. Extended kinship
____ 2. Fragments of divorced families joined to make a new family.	B. Nuclear family
____ 3. Temporary solution to care of children whose families can not care for them.	C. Adoptive family
____ 4. Parents and one or more children who are not biologically related, but who have been given to parents legally.	D. Foster family
____ 5. At least three generations in one family.	E. Blended Family

PART II: SHORT ANSWER

Give an example of each of four ways a family serves its members.
(16 points)

1. Physical: _____

2. Emotional: _____

3. Social: _____

4. Security: _____

PART III: MATCHING

Arrange the stages of the family life cycle in order of occurrence (20 points)

Order		Stages
____	1. First	A. Launching State
____	2. Second	B. Empty nest stage
____	3. Third	C. Early married stage
____	4. Fourth	D. Later years
____	5. Fifth	E. Growing family stage

PART IV: MATCHING

Arrange the kinds of communication on the right in the correct order from the most superficial to the deepest (20 points)

Order		Kinds of Communication
____	1. Most superficial	A. Sharing feelings
____	2.	B. Expressing ideas
____	3.	C. Making small talk
____	4.	D. Complete honesty
____	5. Deepest	E. Telling ideas

PART V: LISTING

List six types of family strengths and give an example for each (24 points)

1.

2.

3.

4.

5.

6.

UNIT TWO - FAMILY WORLD
TEST KEY

PART I: MATCHING

1. B
2. E
3. D
4. C
5. A

PART II: SHORT ANSWER

1. shelter, food, clothing, transportation, etc.
2. love, affection, belongingness, support, etc.
3. training, customs, heritage, behavior, etc.
4. safety, warnings, finances, permanency, etc.

PART III: MATCHING

1. C
2. E
3. A
4. B
5. D

PART IV: MATCHING

1. C
2. E
3. B
4. A
5. D

PART V: LISTING

Commitment, wellness, communication, appreciation, time together, coping

HOME AND FAMILY CURRICULUM GUIDE

UNIT THREE - OUTSIDE WORLD

UNIT THREE - OUTSIDE WORLD

INTRODUCTION

Social skills learned in the family affect one's relationships with others throughout life. Society is more tolerant of people who are thoughtful of all its members and who act within the boundaries of acceptable social behavior. The work place is more pleasant and work progresses more efficiently when relationships with supervisors and colleagues are smooth. Being interested in meeting new people and making friends is a social skill that makes an individual attractive to others. Being true to one's own values, however, sometimes means being able to stand firm against social pressures.

Friends are important resources for a person's well being, especially during adolescence when young people are in the process of developing independence. Friendships with certain people may grow in depth and evolve into special intimate relationships which have the potential for a permanent bond.

COMPETENCIES

1. Be aware of the importance of good skills in human relations in getting along with people in one's work and social world.
2. Know how acts of individuals contribute to the functioning of society.
3. Understand how interpersonal relationships progress from peers to friends to intimacy.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe ways that teenagers can contribute to the functioning of their community.
2. Demonstrate how good manners and interpersonal skills relate to job and personal success.
3. Explain the influences of role models and peers on young people.
4. Define stages of a dating relationship.
5. List various kinds of positive and negative love.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Describe the variety of relationships needed for successfull functioning in today's business and social world.

2. Describe the strength of peer influence on adolescent relationships.

3. Recognize the value of friendships.

4. Explain the importance of dating in building intimate relationships.

METHODOLOGY

Students will examine their increasingly responsible roles in society through activities described in the proceeding pages.

SUGGESTED INTEREST APPROACHES

Motivational activities are presented at the beginning of each topic.

UNIT OUTLINE

I. Society
II. Peers
III. Friends
IV. Dating Partners

UNIT THREE - OUTSIDE WORLD
RELATED TERMS

acquaintance
approval
authority figure
business associate
companion
companionship
community involvement
community relations
dating
early pairing
emotional security
fellowship
friend
friendship
group dating
infatuation
leadership
liking
love
manners
mature love
media
nearness
negative love
peer pressure
peers
physical attractiveness
positive love
prejudice
role models
self-identity
self-worth
similarity
society
steady dating
stereotype
supervisor
work force

UNIT THREE - OUTSIDE WORLD
INDIVIDUAL PROJECTS

1. Describe in essay form your present job situation. Include information on:

   a. Job description.
   b. Relationship with employer.
   c. Relationship with other employees.

2. Select a group of people from a different country or from a different cultural group within the country that are represented locally. Interview three generations of this group: a teen, a parent and a grandparent. These people may or may not be from the same family. Interview questions should reveal information on:

   a. Society from where the people came.
   b. Their impressions of society in the local area.
   c. Similarities and differences between the two.

3. Identify ten ways that teenagers are stereotyped. Information may come from books, magazines, television or personal experience. Explain how each view of teenagers is or is not accurate.

4. Create a list of manners that are important to practice in the following situations:

   a. In the classroom.
   b. At a party.
   c. On a date.
   d. Communicating with peers.
   e. In a public place.

5. Write an essay on personal views dealing with one of the following aspects of peer relationships:

   a. Importance of peer relationships.
   b. Communication with peers.
   c. Examples of peer pressure.

6. List three advantages and three disadvantages for each of the following types of dating situations:

   a. Group dating.
   b. Early pairing.
   c. Steady dating.

7. Interview someone from a different generation or a different culture on the dating customs they faced during their teenage years.

UNIT THREE: OUTSIDE WORLD

TOPIC I: SOCIETY

OBJECTIVE: Describe the variety of relationships needed for successful functioning in today's business and social world.

MOTIVATION: Students brainstorm on the relationships that they have with various members and groups in society.

Unit Content	Learning Activities
Society	1. Define society. Discuss how everyone must relate to society.
Relationships at Work	2. Investigate the current make-up of the work force and complete the work force statistics in Appendix A.
	3. Discuss the implications of the statistics on the roles of family members and their participation in the workplace.
	4. Make a list of interpersonal skills and discuss how they may affect job success and retention.
--Business associates	5. Describe the characteristics of persons with whom students like to work.
	6. Write a paragraph advising a friend on how to get along with co-workers.
--Supervisors	7. View transparencies on typical employer personalities and expectations. Appendix B.
	8. Role play various job conflict situations. Appendix C.

--Clients or customers	9. Describe personal experiences in which a salesperson made the student feel good about doing business and experiences that made them angry. Identify the behavior that caused these feelings.
	10. List desirable personal characteristics to have in working with the public.
Community Relations --Types of involvement	11. List activities in which students (as individuals or in groups) could become involved in their own community.
>service	12. Search through local newspapers to find all of the articles dealing with community improvement or asking for citizens to help with community projects.
	13. Identify the service organizations in the community.
>political	14. Form small groups and come up with ways that teens can become involved in politics.
	15. Divide into two groups and debate whether or not 18-year olds are mature enough to vote.
>religious	16. Share different church related activities in which they are involved or that they know are offered by their church.
>professional	17. Discuss types of professional involvement that teens and adults can have in the community.
--Benefits of involvement	18. Complete worksheet on benefits of community involvement. Appendix D.

>social interaction >personal growth >community improvement	19. Listen to guest speakers from various community youth organizations talk on the contributions that teens can make and the benefits that will accrue to them.
--Response to authority	20. Listen and respond to taped sounds and phrases associated with authority figures in the community. Appendix E.
	21. Examine negative feelings associated with some authority figures. Discuss ways to get along with people one may not like.
	22. Discuss the consequences of responding to authority in appropriate vs. inappropriate ways.
Relations with Different Cultural Groups	23. Complete worksheet on similarities and differences between cultures. Appendix F.
	24. Listen to students from different cultures and countries talk about their first impressions of the United States. Ascertain cultural differences and explore reasons for them.
	25. Have a popcorn party to get acquainted with foreign, new, or isolated students.
--Stereotyping and prejudice	26. Define and discuss stereotyping and prejudice.
	27. Bring advertisements that depict people in stereotypical roles. Discuss accuracy of stereotypes.
	28. Form small groups and read short case studies about stereotyping and prejudice. Share feelings and facts with the class. Appendix G.

Influences of Society on Self --Guidelines to good manners	29. Review the school's student - handbook and list rules related to good manners.
	30. Define manners. Determine the reasons for following the rules of good manners.
	31. Complete the activity sheet on rating manners. Appenidx H.
	32. Brainstorm on good social manners and role play situations to practice these manners.
--Role models >media >family >friends	33. Define roles. Participate in "Hats Drama" to try to choose various life roles. Appendix I.
	34. Write a short passage to share with the class about how their "real life" roles influence society as a whole.
	35. Define role model and list reasons why people need role models.
	36. List people or groups that adolescents use as role models. Examine similarities and differences.
	37. Participate in debate on why students do or do not see media, family, and friends as role models. Label the role models on the list as media, family, friends, or others.
--Laws, traditions, and customs	38. Define laws, traditions, and customs. Give examples to illustrate their influence on individuals and families.

--Religious heritage, institutions, beliefs, and practices	39. Discuss how religious heritage has an impact on society, the family, and the individual. 40. Identify religious beliefs regarding relationships with others. 41. Identify religious institutions in the community. Describe their influence on society and how they serve families and individuals.

TOPIC II: PEERS

OBJECTIVE: Describe the strength of peer influence on adolescent relationships.

MOTIVATION: Class will come up with a definition of the term "peers" and a description of their peer group.

Unit Content	Learning Activities
Peer Relationships	1. Form five groups to brainstorm different aspects of peer relationships. Appendix J.
	2. Discuss the role of peers; list responsibilities that one has to the peer group.
--Communicating with peers	3. Review the levels of communication listed in Unit Two, Appendix I.
	4. List problems commonly encountered when communicating with peers.
--Dealing with peer pressure	5. Complete worksheet on advantages and disadvantages of peer pressure. Appendix K.
	6. Work in groups of two or three to respond to case studies on peer pressure. Appendix L.
--Leadership versus followship	7. Discuss leadership versus followship in relation to peer relationships.

TOPIC III: FRIENDS

OBJECTIVE: Recognize the value of friendships.

MOTIVATION: Each student will share the one most important characteristic that he or she looks for in a friend.

Unit Content	Learning Activities
Friends	1. List five characteristics sought in friends. Combine the lists into one class list to see what is valued most in friendships.
	2. Conduct a class discussion on this topic: Trust is the Root of Friendship.
--Selecting friends >nearness >similarity >liking >physical attraction	3. Complete worksheet on four factors involved in selecting friends. Appendix M.
	4. Make a list of ten friends. Next to each name identify which of these four factors played the largest part in the selection of these persons as friends.
--Forming friendships	5. Assess ability to form friendships. Appendix N.
>meeting people >finding common ground >liking yourself >learning to get along with others	6. Discuss the four factors involved in forming friendships.
	7. Form four groups and come up with a list of why these factors are important in forming friendships.
--Valuing friendships	8. Write a short essay on why people need friends.

>companionship
>self-identity
>emotional security
>approval
>self-worth

--Communicating with friends

9. Complete worksheet on some of the important aspects of friendship. Appendix O.

10. Identify special needs and problems that must be considered when communicating with close friends.

TOPIC IV: DATING PARTNERS

OBJECTIVE: Explain the importance of dating in building intimate relationships.

MOTIVATION: Students share some of the dating customs that they feel are prevalent at this time in their age group.

Unit Content	Learning Activities
Dating Defined	1. Agree upon definition of dating.
--Purposes >relate to members of the opposite sex >prepare for adult relationship	2. Determine the purposes of dating. Make a list of all purposes discussed.
--Stages of dating >group dating >early pairing >steady dating	3. Define the three stages of dating. Give examples of each.
--Dating customs	4. Listen to guest speakers from a different generation describe dating customs of a different time in history.
	5. Listen to guest speaker from another culture describe dating customs in that culture. Compare customs to present, local dating customs.
Love	7. Contribute ideas for a "Love is . . ." bulletin board.
--Infatuation --Mature love	8. Read about infatuation versus mature love. Appendix Q.
--Positive love --Negative love	9. Compare infatuation and mature love to positive love.

10. Give examples of situations where positive love is exhibited and situations where negative love is exhibited.

APPENDIX A

Activity: A LOOK AT THE LABOR FORCE

Students will investigate the present make-up of the work force by filling out this worksheet with information obtained from calling the United States Bureau of Labor Statistics, Office of Employment and Unemployment in Washington, D.C.

NOTE: This will be charged as a long distance telephone call.

1. On the average, men work _____ years in their lifetime.

2. On the average, women work _____ years in their lifetime.

3. On the average, people change jobs _____times in their lifetime.

4. The percentage of women working outside of the home is ___.

5. The percentage of women with children under school age who are working outside of the home is _____.

Write a short paragraph on labor statistics that can be obtained about your state and local area.

APPENDIX B

Activity: EMPLOYER PERSONALITIES

Students view a transparency on eight employer personalities described below. Each of the eight will be discussed separately. Analyze them in terms of the following:

(a) Their good points.
(b) Their weak points.
(c) Their probable expectations of employees.
(d) How employees can work best with them.

1. THE BEAR: Grouchy.
Little patience.
Does not treat others courteously.

2. THE JELLYFISH: Spineless.
Cannot make decisions.
Does not like responsibility.

3. THE WORKHORSE: Works all of the time.
May be too busy for others.
Gets much accomplished.

4. THE GIRAFFE: Looks over your shoulder.
Enjoys responsibility.
May not allow creativity in employees.

5. THE EAGLE: Soars to the top.
Good leader.
May be part workhorse.

6. THE OSTRICH: Avoids the situation.
Does not plan ahead.
May expect employees to take on his/her duties.

7. THE CHIMP: Monkeys around.
Does not meet deadlines.
Jumps from one thing to another.

8. THE TIGER: Mean.
Powerful.
Inspires fear in others.

APPENDIX C

Activity: JOB CONFLICTS

Students role play various conflict situations that may occur on the job.

1. Three roles: 2 males, 1 female.

John Stewert has just become manager of XYZ Company. Office hours in this company are from 8:00 a.m. to 5:00 p.m. each weekday. His two secretaries live 20 miles from the office and have trouble getting to work on time. The previous manager let them come in at 8:30 each morning. Mr. Stewert finds this unacceptable and the secretaries find him too demanding. Mr. Stewert calls a meeting to try to resolve the problem. What happens?

2. Five roles: 1 male, 4 females.

June Martel is the manager of her accounting department at ABC Distributors. All of the weekly reports for which she is responsible are sent in late. June blames the four employees that work under her. The employees claim that Ms. Martel does not give them clear instructions and does not give out the tasks soon enough. They all decide to have an office meeting to try to resolve this conflict in order to start getting their work in on time. What happens?

3. Three roles: 1 male, 2 females.

KLT Company just moved to a smaller building, and now Susan and Sandra must share an office. They find this very difficult. Susan smokes, likes to listen to the radio, and likes to be in charge. Sandra does not smoke, cannot work with the radio on, and also likes to be in charge. There is so much tension in the office that no work is being done. They take the problem to Mr. Phelps, department manager. A meeting is held to try to solve the problem. What happens?

APPENDIX D

Activity: COMMUNITY INVOLVEMENT

Directions:

1. Check off the following activities in which you have participated.

2. Put an "X" next to the items in which you would like to participate.

3. After each item, state one advantage that you would reap from participation in that type of community project.

____ A. Helping an elderly person in your neighborhood by mowing the lawn, doing grocery shopping, visiting once a week, or helping with some other activity.

Advantage:

____ B. Offering free babysitting for a neighbor in need, or being a friend or "big brother or sister" to a younger child who needs someone to care for him or her.

Advantage:

____ C. Participating in some type of community service project such as cleaning up the park, collecting money for a charity, or taking part in a walk-a-thon to prevent birth defects.

Advantage:

____ D. Listening to a political candidate state what he or she has to offer to the community; helping a candidate get elected to public office; or acquiring knowledge on political figures that you will need when you are able to vote.

Advantage:

APPENDIX D (Continued)

Activity: COMMUNITY INVOLVEMENT

____ E. Writing a letter to a person in public office to state something that needs to be done or to thank him or her for helping the community in some way.

Advantage:

____ F. Joining a church youth group or taking part in some other church service activity such as collecting food for the poor or visiting those in nursing homes.

Advantage:

____ G. Helping give a group of professionals the recognition that they deserved such as participating in teachers' appreciation week.

Advantage:

Tell about some other community service or community improvement activity in which you have participated that has not been covered on this worksheet.

APPENDIX E

Activity: FEELINGS TOWARD AUTHORITY

The instructor will make a cassette tape of various sounds of authority to play to the class. Students will listen to each and describe how the sound or phrase makes them feel.

Sample: Tape may include the following sounds:

(a) police siren
(b) fire alarm
(c) school bell
(d) voice saying "Get to work."
"Do as I say."
"Follow directions."
"Get up."

Sample worksheet:

SOUND	FEELINGS EVOKED
1. police siren	1.
2. fire alarm	2.
3. school bell	3.
4. "Get to Work."	4.
5. "Do as I say."	5.
6. "Follow directions."	6.
7. "Get up."	7.

APPENDIX F

Activity: CROSS-CULTURAL COMPARISON

Each student will choose a person that he or she knows and can interview, that is from a different culture or that has spent some time living with people from a different culture. Each student will interview the chosen subject and compare cultures on the following areas.

AREA	MY CULTURE	OTHER CULTURE
Customs of Dress		
Food Customs		
Sleeping Customs		
Holiday Customs		
Child Care Customs		
Housing		

APPENDIX F (Continued)

Activity: CROSS-CULTURAL COMPARISON

AREA	MY CULTURE	OTHER CULTURE
Treatment of Elders		
Religion		
Adornment		
Sex Roles		
Leisure Time Activities		

APPENDIX G

Activity: DEALING WITH PREJUDICE AND STEREOTYPING

The class will be divided into six groups. Each will be given a case study to analyze. Students will share suggestions and recommendations on what could improve the situations.

1. East High School is selecting cheerleaders. Their student population is 20% minority students, so the guidelines say that the cheerleading squad must be at least 20% minority students. Ten girls are to be chosen for the squad. After tryouts, there were four minority students in the top ten. The selection committee just chose two of these students and put 80% non-minority students on the squad. Is this fair?

2. John Sebastian is a senior at East High. He moved into this school district from Australia during the summer. John is trying to get involved in all of the senior activities, but the students do not want to include him because he is "different." Is this fair?

3. Joan Smith is finally able to go to the school of her choice--Jones' College Prepatory School for Girls. Tuition to this school is very high, but Joan received the annual scholarship. Now that she is in this boarding school, things are not as great as they could be. The other girls do not want to include her since she is from a poor community. No one even wants to be her roommate. Is this fair?

4. Eastside Record Store is looking for a stock boy. Mr. Mack is in charge of hiring a young person for the job. The employee will have to put records and tapes on the shelf and help with sales. Mr. Mack is looking for a hard worker and a good student--so this job will not adversely affect their schoolwork. Ted and Patty apply. Patty has some work experience, good references and makes good grades. Ted is 16 and planning to drop out of high school. He has no job experience. Mr. Mack needs a stock boy now, so he hires John, because a girl cannot handle such a job. Is this fair?

APPENDIX G (Continued)

Activity: DEALING WITH PREJUDICE AND STEREOTYPING

5. Sara has just moved from a large city to the small town of Edgewood. In the city she was in the drama club and worked on the school yearbook committee. In Edgewood there are no such clubs. Everyone seems to be in academic clubs (Math Club or Science Club) or in service organizations. Sara does not want to join any of these. Her parents are concerned that she is not making friends or getting involved. Sara says she will not waste her time. People in the Math Club or in service organizations must be pretty boring. Is this fair?

6. Last night East High was vandalized. Someone broke into the school, spray-painted obscenities on the walls, broke furniture, and stole typewriters and video equipment. There was a write-up on this situation in the morning paper. The reporter stated that although no one had been seen committing the crime, it was probably done by teenagers with no respect for the law. Is this fair?

7. Lisa, 12, and Jonathon, 16, are very upset. Their parents just told them that their grandmother, who is a recent widow, wants to come live with them. She is lonely in her large home and wants to be closer to her family. Lisa and John do not know what to do. Will they even be able to invite their friends over anymore? After all, aren't elderly people always grouchy or complaining? Aren't they too old to do anything for themselves? Their grandmother seems fine when they go to visit her, but that is only for a few hours at a time; this will be all the time. Lisa and Jon definitely do not want their grandmother to come and live with them. Is this fair?

APPENDIX H

Activity: RATING YOUR MANNERS

Read the following statements about manners, then rate yourself according to how often you follow this rule of preferred behavior.

KEY: 5 = Always
4 = Usually
3 = Sometimes
2 = Rarely
1 = Never

I. Manners at School:

____ A. I follow all school rules dealing with good manners.

____ B. I do not push and shove when moving through the halls to go from class to class.

____ C. I do not slam my locker door or make other unnecessary noise in the hallway.

____ D. When I must go somewhere during class, I am careful not to disturb other teachers and students on my way.

____ E. I am in class and seated when the bell rings.

____ F. I do not talk out of turn during class.

____ G. I listen to others while they are speaking.

____ H. If chewing gum is not allowed, I do not chew gum.

____ I. If chewing gum is allowed, I do not blow bubbles or chew loudly in a way that will disturb the class.

____ J. I do not cut in line in front of others in class or in the cafeteria.

____ K. I use good eating manners while in the cafeteria.

____ L. I chew with my mouth closed, and I do not talk when there is food in my mouth.

____ M. I try to keep my voice down in the cafeteria.

APPENDIX H (Continued)

Activity: RATING YOUR MANNERS

____ N. I do not talk about unpleasant topics while others are eating.

____ O. I try to leave the area where I ate clean, so that those who come after me will have a clean place to eat.

II. Manners while visiting:

____ A. I am careful not to put dirty shoes on their floors or on their furniture.

____ B. I ask permission to use anything that does not belong to me.

____ C. I will not play rough games in another's home to avoid breaking any of their possessions.

____ D. I do not sit on the arms of chairs or on coffee tables while visiting others.

____ E. I am on time when I am invited to someone's house, especially if there is a meal involved.

____ F. I offer to help my host. I do not expect them to wait on me.

____ G. I try to write thank you notes to my hosts, especially if the visit was overnight or longer.

____ H. When I have guests, I am sure to introduce everyone so that no one feels uncomfortable.

____ I. When I have guests, I show them around my home so that they will be familiar with where things are located.

III. Manners on the Telephone:

____ A. When I call someone on the phone, I introduce myself before asking questions.

____ B. I try not to disturb others by calling them late at night.

____ C. I speak clearly on the phone so that others can easily understand me.

APPENDIX H (Continued)

Activity: RATING YOUR MANNERS

____ D. If my caller wants to discuss private matters, I make sure that no one will overhear our conversation.

____ E. I do not make crank phone calls.

____ F. I do not leave callers waiting on the phone while I do some other activity.

____ G. I do not bother others by keeping them on the phone for an extended period of time; I realize that they may have other things to do.

____ H. I try to keep my calls short so that others will be able to use the phone.

____ I. I apologize to the person if I reach a wrong number.

SCORING: Count the number of "5s" you have and put that number in the first blank. Next count the number of "4s" and put that in the second blank. Continue through the "1s." Complete the multiplication.

1. ____ x 5 = _____
2. ____ x 4 = _____
3. ____ x 3 = _____
4. ____ x 2 = _____
5. ____ x 1 = _____

If Your Score Is:

128-165 = Excellent

96-128 = Above Average

64-96 = Below Average

32-64 = Poor; Needs improvement

Add your five scores together. Your total score on the manners rating is _____.

APPENDIX I

Activity: LIFE ROLES DRAMA

Directions:

1. Various life roles will be stated and explained on index cards. These roles will include:

   A. Family roles (e.g. father; oldest child; provider; housekeeper)

   B. Career roles (e.g. farmer; lawyer; bricklayer; salesperson)

   C. Political roles (e.g. mayor; school board member; voter; non-voter)

   D. Recreational roles (e.g. biker; runner; seamstress; stamp collector)

   E. Societal roles (e.g. good citizen; thief; leader; group member)

   F. Educational roles (e.g. high school graduate; college graduate; recipient of High School Graduate Equivalency Diploma; completed jr. high.

   G. Personal roles (e.g. eye color; race; height; religion)

   H. Personal limitations (e.g. physically handicapped; emotionally disturbed; sight impairment)

2. Each student will randomly select three cards and review them.

3. Students will be allowed 15 minutes to walk around the room examining each others' cards.

4. If a student does not like his or her roles, he or she may trade if he or she can convince another student to trade.

5. After the 15 minutes are up, students will each give a short 30 second sketch of how they believe their life will be if they must fulfill the three roles that they now have.

APPENDIX J

Activity: EVALUATING PEER RELATIONSHIPS

Students will be divided into five groups. Each will be assigned one of the following topics:

1. What are peer relationships?
2. How do we form peer relationships?
3. Why do we need peer relationships?
4. What are common problems in peer relationships?
5. How can peer relationships be improved?

Directions:

1. Each group will select a leader to lead the discussion.
2. Each group will select a recorder to keep a record of the decisions of the group.
3. Each group will select a speaker to relate the information to the class.
4. The groups will be allowed 10 minutes to come up with answers to their questions.

APPENDIX K

Activity: ADVANTAGES AND DISADVANTAGES OF PEER PRESSURE

Students complete the following worksheet individually. Results may be shared upon completion.

Directions: In the left column, list advantages of peer pressure; after each give a specific example. In the right column, do the same with disadvantages of peer pressure. Samples are given.

ADVANTAGES	DISADVANTAGES
Sample:	Sample:
Peer pressure can help to get you involved. Example: Tom's friends got him to join the basketball team, a sport he really enjoys. Tom now feels that he is part of a group.	Peer pressure can hurt your relationship with your parents. Example: Sue's friends convinced her to break her curfew. She was punished and her parents do not trust her now.
1.	1.
2.	2.
3.	3.

APPENDIX L

Activity: PEER PRESSURE PROBLEMS

Students will be divided into groups of two or three. Each group will be assigned a case study dealing with peer pressure problems. The groups will decide how they would handle the problem. Solutions will be shared.

Problem Situation 1:

Jake, 15, wants to take a date to the Homecoming Dance. His family cannot afford to help him financially, so Jake decided that he could still go if he borrowed his brother's suit and invited his date over to his house for dinner before the dance. He mentioned his plans to his friends. They said they were all renting tuxedos and taking their dates out to a nice restaurant for dinner. They urged Jake to ask his parents for money; they said that if he made a big scene, his parents would probably give him the money. How should Jake handle this situation?

Problem Situation 2:

Lisa, 17, has been dating Barry for six months. She is very excited because she thinks that she is in love with him. Last night, when Barry took her home, she told him that she loved him. He said that if she loved him she should prove it by making love with him. Lisa still thinks that she loves Barry, but she is definitely not ready for this sort of relationship. How should Lisa handle this situation?

Problem Situation 3:

Kim, 16, is new at L.B. High School. She wants to be accepted into the "in crowd." She finally is asked to go with the crowd to the last home football game of the season. Gloria, one of the most popular girls, told Kim to meet them at her house and that they would all go in her parents' van. On the way Kim discovered that the "in crowd" smokes marijuana on the way to the game. She wants to be popular, but is it worth smoking pot? Kim heard that it destroys the cells of your brain. That's scary! How should Kim handle this situation?

APPENDIX L (Continued)

Activity: PEER PRESSURE PROBLEMS

Problem Situation 4:

Glenn is a senior at East High School. Most of his friends are in his government class, a one-semester course that all seniors must take. Everyone has been making low grades, and as graduation nears they are starting to get worried. The week before the final Glenn is called by one of his classmates. This student has gotten a copy of the final exam. He is inviting everyone in the class over to look at it and study for the exam. Glenn wants to pass the class, but this is cheating, and getting caught would automatically cause him to fail the course. Maybe it would be better to study hard and just try his best. How should Glenn handle this situation?

Problem Situation 5:

Sally was riding with her best friend Janey in Janey's father's car. They were talking and not paying much attention to driving when Janey hit a barrel being used as a barricade in the road. The barrel made a sizeable dent in the front fender of the car. On the way home, Janey begs Sally to "go along with her story" and tell Janey's father that the car was hit by an unknown driver while parked at the store. Sally does not want to get her friend in trouble, but she does not want to lie either. After all, if the truth comes out later, Sally will not be trusted again by Janey's parents or by her own. How should Sally handle this situation?

Problem Situation 6:

Jeff, 17, really loves his little brother, Rick, who is 10. Although Rick can be a bit of a pest at times, Jeff lets him "hang around" with him much of the time. Jeff's friends, however, are starting to act differently towards him. They say that it is not "cool" to be seen with a ten year old. They really like Jeff but will not go anywhere with him if Rick comes along. Jeff does not want to lose his friends, but he also does not want to hurt his brother's feelings. How should he handle this situation?

APPENDIX L (Continued)

Activity: PEER PRESSURE PROBLEMS

Problem Situation 7:

Tomorrow is the 88th day of the school year. Students in the "Class of 1988" have decided to skip school to show their class spirit. Kelly has class spirit but knows her parents won't allow her to skip school. If Kelly goes to class, all of her friends will think she's "a baby" for doing what her parents tell her to do. If she skips school and gets caught, her parents probably will punish her for a month and lose some of their trust in her. How should Kelly handle this situation?

Problem Situation 8:

Every year for July 4th, Ted's extended family gets together for a barbecue/family reunion. Ted really enjoys seeing all of his relatives, and he has some cousins about his age that he really enjoys. This year his family wants to have the outing in city park. Ted knows that all of the "cool kids" spend this day in the park drinking beer and acting up. Ted enjoys his family, but he does not want all of the "cool kids" to see how he spends the holiday. How should Ted handle this situation?

APPENDIX M

Activity: SELECTING FRIENDS

Put a check in the blank to the left of the statements with which you agree. For those statements with which you do not agree, be prepared to state why you feel as you do.

I. Nearness

____ A. You are more likely to become friends with people that are close to you geographically.

____ B. Most good friends have at one time lived in the same neighborhood, gone to the same school, or worked in the same place.

____ C. During the early stages of friendship development, nearness is the most important factor.

____ D. People can spend too much time together; too much "nearness" can even destroy a friendship.

II. Similarity

____ A. The saying that birds of a feather flock together is quite accurate.

____ B. People with similar interests and likes are more likely to become friends.

____ C. People with similar backgrounds are more likely to become friends.

____ D. Similarity is not very important when selecting friends; after all, opposites attract.

III. Liking

____ A. People are more apt to choose their friends from those that already like them.

____ B. First impressions are usually enough to establish liking and select friends.

____ C. Learning to like people is possible. Friends may be selected from those not liked through first impressions.

____ D. Many people may assume that liking equals friendship, and the friendship may be taken for granted.

APPENDIX M (Continued)

Activity: SELECTING FRIENDS

IV. Physical Attraction

____ A. Physical attraction is very important when selecting friends.

____ B. People consider physical attraction when selecting same-sex friends, as well as when selecting opposite-sex friends.

____ C. "Attractive" people only want to be friends with other "attractive" people.

____ D. Physical attractiveness is not considered by many when selecting friends. Factors that are considered include personality, generosity, friendliness, and similarity.

APPENDIX N

Activity: FORMING FRIENDSHIPS

Students rate their ability at forming friendships by completing the following form. Each item will be rated by following the key:

KEY: 5 = Always
4 = Usually
3 = Sometimes
2 = Rarely
1 = Never

____ A. I like to meet new people.

____ B. I enjoy going to parties or functions where I get to mingle with new people.

___ C. I am interested in what others have to say.

____ D. I am a good listener.

____ E. I let others express their feelings and opinions freely.

____ F. I realize that everyone is different, and I appreciate the uniqueness of others.

____ G. I refrain from making snap judgments about new people that I meet.

____ H. I try to learn more about the likes and interests of others.

____ I. I am willing to try new things and activities.

____ J. I have a positive self-concept.

____ K. I feel like I am a worthwhile person.

____ L. I feel like I have something to offer in a friendship.

____ M. I am a trustworthy friend; others can confide in me.

____ N. I am willing to help my friends.

____ O. I make an effort to get along with others.

____ P. I allow others to take a dominant role in some activities.

APPENDIX N (Continued)

Activity: FORMING FRIENDSHIPS

____ Q. I can be both a leader and a follower.

____ R. I enjoy being with others and helping them grow and learn.

____ S. I am considered an outgoing person.

____ T. I try to treat others as I would want them to treat me.

Add up your score.
Your rating is:

80-100 - You make friends easily. You feel comfortable meeting new people.

60-80 - You are pretty good at making friends.

40-60 - You have some trouble making friends. You are probably a bit shy around new people or you may need to work on your self-concept.

20-40 - You do not make friends easily. This is not necessarily a problem, unless you are not happy with this rating. You may want to start developing a more positive self-concept and begin working on your interpersonal skills.

APPENDIX O

Activity: IMPORTANCE OF FRIENDSHIP

Students will define the following terms and state how each relates to the importance of friendships.

1. Companionship:

2. Self-identity:

3. Emotional security:

4. Approval:

5. Self-worth:

6. Independence:

APPENDIX P

Activity: DEFINING DATING CUSTOMS

Students work in small groups to complete the following worksheet on dating customs. The purpose of this activity is to determine the present dating customs locally. After groups complete the work, a class discussion will be held to discuss the similarities and differences among the groups' lists.

What are your opinions on ----------?

A. Group dating -

B. Early pairing -

C. Steady dating -

D. Single couple dating -

E. Double couple dating -

F. Frequency of dating -

G. Activities pursued on dates (Ex: ball games, parties, movies, etc.) -

H. Casual dating -

I. Serious dating -

APPENDIX P (Continued)

Activity: DEFINING DATING CUSTOMS

J. Parental influences over dating -

K. Peer influences over dating -

L. Other influences over dating -

APPENDIX Q

Activity: INFATUATION VERSUS LOVE

This chart indicates differing characteristics between infatuation and mature love.

Source: Ryder, V. (1985). Contemporary Living. South Holland. Illionis: The Goodheart-Willcox Company, Inc., p. 123.

INFATUATION	MATURE LOVE
Feelings are engulfing and selfish.	Feelings are of strong personal attachment.
Concern for own welfare.	Concern for welfare of other person.
Emotions flow fast at an accelerating pace.	Emotions grow slowly and steadily.
Initial attraction is quick and grows no further.	Attraction continues to grow and encompass more of the personality.
Tends to destroy purpose ambition.	Makes one feel confident, proud, and ambitious.
Physical attraction is the major factor in the relationship.	Physical attraction is just one factor in the relationship.
Overlooks or ignores undesirable traits.	Accepts other's faults as part of their personality.
Seeks rewards but gives little in return.	Both partners give of themselves generously.
Exhibits an "I" feeling.	Exhibits a "we" feeling.
Likes only a few friends and tends to be moody	Increases ability to relate to many friends.
Very selfish in actions.	Very unselfish in actions.
Distrustful and slow to accept others.	Trusting, open and accepting of others.

UNIT THREE - OUTSIDE WORLD
FHA ACTIVITIES

1. Conduct a program for a meeting on the topic of job success. Content of the program could include:

   a. Worksheet on preparing a job application.
   b. Skit on proper/improper ways to behave at a job interview.
   c. Guest speaker on relationships with others on the job.

2. Hold a special program or relaxer on leadership and followship. This could include:

   a. List of needs for leaders.
   b. List of needs for followers.
   c. Comparison of the roles and responsibilities of leaders and followers.
   d. Importance of flexibility between these two roles.
   e. Skit on leadership and followship.

3. FHA members could have a workshop for their membership and others on peer pressure--what it is, how to recognize it, and how to handle it.

4. Have a special program or relaxer on good manners and behaviors that need to be practiced at club business meetings.

5. Have a relaxer on selecting friends and forming friendships. Members would share, in game fashion, traits that they look for in friends and reasons they form friendships.

6. Invite a guest to speak on dating customs.

7. Have a group discussion on love versus infatuation.

8. Direct a problem-solving session on how to communicate openly and honestly with a friend or dating partner.

UNIT THREE - OUTSIDE WORLD

UNIT TEST
(100 points)

PART I: COMPLETION

Complete the following items with the words or phrases requested. (60 points)

1. Three groups of people who make up a teen's "society" are:

   _____, _____ and _____.

2. Give one example of how teens can become involved in their community in each of the following ways:

   politically_____

   professionally_____

   service_____

3. Three benefits for teens who become involved in the community are: _____,_____ and _____.

4. Three sources of stereotypes we have of people are:

   _____, _____ and _____.

5. Three reasons teens need role models are:

   _____, _____ and _____.

6. Three ways to say "No" when someone tries to get you to drink something you do not want to drink are:

   _____, _____ and _____.

7. Give three reasons for practicing good manners.

   _____, _____ and _____.

8. Three factors involved in selecting friends are:

   _____, _____ and _____.

9. Describe three reasons people need friends.

_____, _____ and _____.

10. Three examples of good manners in the classroom are:

_____, _____ and _____.

II MULTIPLE CHOICE:

Write in the letter of the correct answer to the following items. (30 points)

____ 11. A good example of an authority figure is

(A) the school principal.
(B) a small child.
(C) your sibling.
(D) your peer.

____ 12. The most frequent reason for being fired from a job is

(A) not being at work on time.
(B) not having the skills needed.
(C) not getting along with people.
(D) not following orders correctly.

____ 13. On the average how many times do people change jobs in a lifetime?

(A) only once
(B) twice
(C) five times
(D) ten times

____ 14. The characteristic that is most common among people all over the world is

(A) how they raise their children.
(B) their nutritional needs.
(C) their customs of dress.
(D) the food they eat.

____ 15. The only really true statement we can make about old people is that they are

(A) grouchy.
(B) feeble.
(C) old.
(D) all of the above.

II MULTIPLE CHOICE (Continued)

____ 16. Peer pressure can cause a teenager to

(A) get more involved socially.
(B) harm relationships with parents.
(C) do something he or she really doesn't want to do.
(D) all of the above.

____ 17. Young teenagers probably would be most comfortable with

(A) single couple dating.
(B) double couple dating.
(C) steady dating.
(D) group dating.

____ 18. Physical attraction between people in a relationship

(A) is an important factor.
(B) can be an overpowering factor.
(C) may be the initial attraction.
(D) all of the above.

____ 19. A good leader

(A) makes good decisions.
(B) listens to other people's opinions.
(C) lets other people have the spotlight.
(D) all of the above.

____ 20. A good friend will

(A) make snap judgments about people.
(B) not try new things and activities.
(C) let others express their opinions freely.
(D) all of the above.

III. TRUE/FALSE

Indicate whether each of the types of love on the right are positive or negative by marking a " + " for positive or " - " for negative in the blank spaces. (10 points)

____ 21. jealous love.

____ 22. supportive love.

____ 23. argumentative love.

____ 24. self-sacrificing love.

____ 25. infatuation.

____ 26. exploitative love.

____ 27. caring.

____ 28. tenderness.

____ 29. mature love.

____ 30. selfish love.

UNIT THREE - OUTSIDE WORLD

UNIT TEST - ANSWER KEY

PART I: COMPLETION (2 points for each answer; or 6 points for each item) (Note: students' answers will vary. Give credit for reasonable responses)

1. parents, friends, school, community, etc.

2. (Politically) put up campaign signs, circulate petition, vote, etc.
(Professionally) job experience, professional appreciation day, etc.
(Service) volunteer job, help neighbors, clean-up campaign, etc.

3. social interaction, personal growth, community improvement, etc.

4. media, friends, parents, experiences, etc.

5. see patterns of behavior, ideas for appearance, source of new ideas, etc.

6. "No, thanks," "I prefer...," "I'm dieting," "I'm driving," etc.

7. show respect, smooth relationships, show knowledge of custom, etc.

8. similarity, liking, physical attraction, etc.

9. companionship, self-identity, emotional support, approval, self-worth, etc.

10. listening to teacher, raising hand, not chewing gum, being orderly, etc.

UNIT TEST - ANSWER KEY (Continued)

PART II: MULTIPLE CHOICE (3 points each)

11. A
12. C
13. C
14. B
15. C
16. D
17. D
18. D
19. D
20. C

PART III. ASSOCIATION (1 point each)

21. -
22. +
23. -
24. -
25. -
26. -
27. +
28. +
29. +
30. -

HOME AND FAMILY CURRICULUM GUIDE

UNIT FOUR - FUTURE WORLD

UNIT FOUR - FUTURE WORLD

INTRODUCTION

Although students tend to focus on immediate concerns, future considerations carry with them the promise of what can be. These future concerns should not be forsaken for the immediate but interwoven with them. Decisions made now will have implications for future existence.

Today there is a growing number of lifestyle, pairing and parenting options available. An informed choice made from the available options will depend upon many factors. Some of these include societal acceptance and tradition, as well as the degree of responsibility, commitment and compromise involved.

Successful families in the future will have developed skills in management of their resources that will allow them optimal functioning in caring for family members throughout the life cycle. Today's career choices and experiences in human relationships carry implications for a young person's future as a parent and family member.

COMPETENCIES

1. Be aware of different kinds of lifestyles.
2. Utilize available criteria for mate selection.
3. Understand the importance and purpose of the engagement period.
4. Be aware of state and local laws governing mating and marriage.
5. Be familiar with adjustments necessary when becoming a partner or a parent.
6. Recognize the implications of parenting style in future generations.
7. Realize the importance of providing physical care for family members including food, shelter and clothing.
8. Be capable of management decisions that have impact on family well-being.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe different lifestyles.
2. Describe process of mate selection and marriage.
3. Discuss effects of parenting on growth of the individual.
4. Design a successful money management system.
5. List factors in self-discipline.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Describe the family and lifestyle desired in his/her future world.
2. Recognize the responsibilities involved in the marriage commitment.
3. Apply skills of interpersonal relationships in parenting.
4. Recognize different attitudes toward spending and managing money.
5. Realize the benefits of good money management in reducing tension in relationships.
6. Describe skills necessary for optimum self-management.

METHODOLOGY

Students will participate in learning experiences described in the following pages, including the supplemental activities from the appendices as time permits.

SUGGESTED INTEREST APPROACHES

Introductory activities designed to motivate student interest are included as part of the following unit.

UNIT OUTLINE

I. Lifestyles
II. Marriage
III. Parenting
IV. Money Management
V. Self-Management

UNIT FOUR - FUTURE WORLD
RELATED TERMS

accommodation
adjustments
alternative lifestyle
budget
child care
child development
compromise
concession
conflicts
counseling
credit
day care center
discipline
engagement
family life cycle
family planning
honeymoon
hostility
infatuation
intimate
lifestyle
marriage
marriage customs
marriage license
martyrdom
mate
nursery school
parenting
personal growth
political
punishment
relationships
religious
roommates
social interaction
spending plan
substitute child care
wedding
wedding ceremony
wedding customs

UNIT FOUR - FUTURE WORLD
INDIVIDUAL PROJECTS

1. Create a personal rating sheet to use when choosing a roommate. Choose items to include on the form and assign various point values to the responses.

2. Write a three to five page paper on an alternative lifestyle practiced by a group of people in another culture. This paper should be based on research. One part can be student's opinion of the good points and bad points of their living arrangements.

3. Interview or bring in a guest speaker who can share marriage customs from another culture with the class. An interview may be taped and played for the class. Have a prepared set of questions or points of interest for the speaker to cover.

4. If one were to suddenly be married and have two children, list ten ways that one would have to change one's present lifestyle.

5. Calculate the amount of money needed today to raise a child from birth to age 18.

6. Talk to a teenage parent that you know and have him or her describe some of the hardships of early parenthood. Share findings with the class.

7. Report, orally and in writing, all of the topics and items included under the heading of prenatal care.

8. Move in, for a few days, with a close friend or relative that has a young child. Take over as many of the child care responsibilities as you can. Analyze this experience to determine your readiness for parenthood.

UNIT FOUR - FUTURE WORLD

TOPIC I: LIFESTYLES

OBJECTIVE: Describe the family and lifestyle desired in his/her future world.

MOTIVATION: Class will share views on the make-up of their "ideal" family and their lifestyle.

Unit Content	Learning Activities
Lifestyle --Living alone --Living with roommates --Marriage --Alternate lifestyles	1. Define lifestyle. Discuss the advantages and disadvantages of different lifestyles. 2. Identify responsibilities of independent living. 3. Make a list of desirable traits to look for in a roommate. 4. Complete activity on choosing a roommate. Appendix A. 5. List topics that need to be discussed between two people who are considering marriage. 6. Review available literature and report alternate lifestyles practiced by other cultural groups.

TOPIC II: MARRIAGE

OBJECTIVE: Recognize the responsibilities involved in the marriage commitment.

MOTIVATION: Each student will share one trait he or she thinks is important to look for in a lifetime mate.

Unit Content	Learning Activities
Selecting a Mate	1. Divide into six groups, and complete one part of the worksheet on forces affecting mate selection. Share work with class. Appendix B.

	2. Complete worksheet on factors in mate selection. Appendix C.
Engagement --Purpose	3. List purposes for engagement.
--Problems	4. Work through the case studies on problems in engagements. Appendix D.
--Breaking an engagement	5. Discuss how to handle the problem of breaking an engagement.
Premarital Counseling	6. Listen to a counselor or religious leader present purpose and benefits of premarital counseling. Identify services available in the community.
Marriage --Marriage customs and regulations	7. Invite a guest to speak on family laws.
>marriage laws	8. Complete worksheet on local laws dealing with marriage. Appendix E.
>wedding ceremonies	9. Share images of the ideal marriage ceremony. Compare and contrast different views.
>marriage customs	10. Choose a country or a culture and write a description of marriage customs for that group of people. Share information with the class.
--Honeymoon	11. List some purposes for newly married couples to spend time together on a honeymoon.
--Happiness in marriage	12. Complete worksheet on seven factors needed for happiness in marriage. Appendix F.
--Conflicts in marriage >causes	13. Discuss possible causes of conflict that occur in marriage. Read an article on this topic and report to class.

	14. Listen to a marriage counselor, attorney, or religious leader to identify causes of conflict and suggest ways to resolve conflicts.
>adjustments -compromise -accommodation -concession -martyrdom -hostility >counseling	15. Read handout on the five basic ways to make marital adjustments. Appendix G. 16. Discuss the advantages of seeing a marriage counselor about conflicts. Create role plays for some of these situations.
--Dissolving a marriage	16. Define the terms separation, annulment, abandonment, and divorce. Differentiate among the terms.

TOPIC III: PARENTING

OBJECTIVE: Apply skills of interpersonal relationships in parenting.

MOTIVATION: Students will discuss the advantages and disadvantages of various family sizes.

Unit Content	Learning Activities
Establishing a family	1. Create a bulletin board on considerations for starting a family.
--Considerations >emotional >social >intellectual >physical >financial	2. List family decisions that need to be discussed before marriage, early in the marriage relationship, right before the baby is born, and later in the child's development.

3. Participate in Egg Babies project to investigate some of the responsibilities of parenting. Appendix H.

4. Form five groups and research one of the five considerations for establishing a family. Present report to class and discuss this assignment.

5. Write want ads for parents that include characteristics that a person should possess in order to fulfill the job of being a good parent.

6. Choose one responsibility that will be hard to handle as parents. Share a one-minute explanation of why this is a concern and suggest ways to cope.

7. Prepare bulletin board on readiness for parenthood. Appendix I.

Child Development
--Stages of development

8. Look through child care books and briefly outline the basic stages or growth periods in child development.

9. Students with very young brothers or sisters share their observations on early child development.

10. View growth charts made by other students from child development classes or commercially prepared charts.

--Changing needs of children

11. Complete worksheet on the needs of children at various ages and stages. Appendix J.

12. Choose a family that they know with a child under five years of age and observe how the family cares for this

	child for a two-hour block of time. Share reports of observations orally with the class.
Child Care Outside the Home	13. Define and explain why there is a growing need for child care outside the home.
	14. Visit a nursery school or day care center to see how they care for children.
	15. Discuss problems that might arise with substitute child care.
	16. Form pairs and role play parental roles. Come up with factors to consider when selecting a day care center for their children.
	17. Divide into groups and conduct a telephone survey of child care centers in the community and report findings to the class. Compare facilities, hours, staff training, cost, etc.
Styles of Parenting --Communication	18. Identify and discuss the different styles parents use to communicate with, care for, and discipline their children.
--Discipline	19. Discuss the difference between discipline and punishment.
Parent Effectiveness Training	20. Read about Parent Effectiveness Training. Listen to an "expert" give a brief explanation of this technique to the class.

TOPIC IV: MONEY MANAGEMENT

OBJECTIVE: 1. Recognize different attitudes toward spending and managing money.
2. Realize the benefits of good money management in reducing tension in relationships.

MOTIVATION: Discuss how relationships could deteriorate due to problems related to money.

Unit Content	Learning Activities
Money Management --Spending plan	1. Discuss the importance of preparing and following a budget.
	2. Complete worksheet on basics for preparing a budget. Appendix K.
--Buying food	3. Identify factors influencing food choices. Review the basic four food groups. Choose partners and plan a week's menus for a hypothetical family with members of various ages.
	4. Use food and nutrition textbooks to review money saving methods of shopping for food.
	5. Form pairs and go to a grocery store and complete a pricing activity. Appendix L.
--Buying clothing	6. Discuss social and psychological factors influencing clothing choices. Use clothing and textile books to review facts on selecting and purchasing clothing.
	7. Complete exercise on purchasing clothing. Appendix M.
--Acquiring housing	8. Listen to a rental agent and

	real estate salesperson speak on the decision to rent or to own.
	9. Divide into groups and compare types of housing available in the community in terms of price, location, features, etc.
--Using credit	10. List the advantages and disadvantages of purchasing items on credit.
	11. Survey other students, teachers, parents, and friends to see how many use credit and what purchases are most often made on credit. Use Appendix N to record data.
Family Finances at Different Stages	12. Roughly calculate and contrast the incomes needed by a young couple, a beginning family, a mid-life family and an older couple to cover basic expenses.
Attitudes toward Money	13. Evaluate the spending attitudes of one's own family and the spending attitudes of a family in a different stage of the family life cycle. Compare results.
	14. Discuss roots of attitudes toward money developed by different people.
	15. Discuss importance of understanding values, attitudes toward spending, needs and wants in developing a budget and reducing conflict in this area.

TOPIC V: SELF-MANAGEMENT

OBJECTIVE: Describe skills necessary for optimal self-management.

MOTIVATION: Students write life goals in three columns:
Immediate goals
Five-year goals
Lifetime goals
Analyze to determine if immediate goals are leading toward long term goals.

Unit Content	Learning Activities
Health	1. Review health management by recording eating, sleeping, and exercise habits for several days. Evaluate this data and make a plan to improve health management where necessary. Appendix O.
Time	2. Keep a time log for several days. Evaluate use of time and then prepare a time plan to make better use of it. Appendix P.
Future Goals	3. Interview a person in one of the careers being considered for one's future and give a one-minute summary on what is learned about that career.
	4. Research careers related to home and family. Examples: -family counselor -home economics teacher -Cooperative extension home economist or 4-H leader -child care worker -family finance counselor -family doctor -family lawyer

5. Write essays describing oneself at age 30, if one is successful at working toward lifetime goals. Listen to volunteers share their goals with the class.

6. Listen to a panel of "successful" adults talk about the steps taken, decisions made and resources used that were factors in their success.

APPENDIX A

Activity: RATING A ROOMMATE

Check off the following characteristics that you would look for in a roommate. After choosing as many of these as you feel apply to you, rank the characteristics 1st, 2nd, 3rd, and so on in their order of importance to you. Be ready to explain why you feel this characteristic is important for you to consider in choosing a roommate.

I am looking for a roommate who:

_____ Is the same sex as I.

_____ Is the same race as I.

_____ Is the same age as I.

_____ Is from the same place as I.

_____ Is as neat/messy as I.

_____ Goes to bed as early/late as I.

_____ Gets up as early/late as I.

_____ Likes the same foods that I do.

_____ Likes to go out as much as I do.

_____ Has the same hobbies that I have.

_____ Has the same background as I have.

_____ Feels the same as I feel about important issues.

_____ Has the same friends that I have.

APPENDIX A (Continued)

Activity: RATING A ROOMMATE

Follow same directions from the previous page.

I am looking for a roommate who is:

_____	Attractive	_____	A risk taker
_____	Pleasant to talk with	_____	Loud
_____	Funny (good sense of humor)	_____	A talker
_____	Outgoing	_____	A listener
_____	Quiet	_____	A leader
_____	Energetic	_____	A follower
_____	Friendly	_____	Anxious at times
_____	Nice	_____	Idealistic
_____	Fair	_____	A "go-getter"
_____	Intelligent	_____	A " pro-crastinator"
_____	Realistic	_____	Organized
_____	Imaginative	_____	Different
_____	Practical	_____	An individual
_____	Conservative	_____	Exciting
_____	Enthusiastic	_____	Very relaxed
_____	Generous		

APPENDIX B

Activity: FORCES AFFECTING MATE SELECTION

Six forces affecting mate selection are discussed below. Check off the three that you feel play the largest role in mate selection. At the bottom of the page, write a paragraph stating why you feel this way.

____ 1. Homogamy - The tendency to marry someone who is very similar to yourself is called homogamy.

____ 2. Parent image - This theory states that males look for mates that are similar to their mothers, and females look for mates that are similar to their fathers.

____ 3. Propinquity - This term refers to choosing someone who lives geographically close to you to be your mate.

____ 4. Value similarity - This refers to the assumption that people tend to marry someone whose values are similar to their own.

____ 5. Complementary needs - This force leads someone to seek a mate that is strong in their own area of weakness.

____ 6. Role compatibility - This refers to choosing a person who fulfills expectations a person has formed or the mental picture of a mate.

EXPLANATORY PARAGRAPH:

APPENDIX C

Activity: FACTORS AFFECTING MATE SELECTION

The following factors have been found to affect mate selection. In the left hand column, write down your perceptions toward how the stated factors affect mate selection. In the right hand column, alter or add to your ideas after a class discussion has produced the best answer or explanation.

Your Perceptions	Class Consensus
Personality traits:	Personality traits:
Family background:	Family background:
Number of siblings:	Number of siblings:
Health factors:	Health factors:
Leisure activities:	Leisure activities:
Education:	Education:
Age for marriage:	Age for marriage:

APPENDIX D

Activity: ENCOUNTERING PROBLEMS IN ENGAGEMENT

Directions: Read the case studies below and answer the following questions about each one:

1. What is the problem?
2. Who owns this problem?
3. Who recognizes the problem?
4. Who needs to discuss the problem?
5. Can this problem be solved?
6. Can this problem cause the break-up of this engagement?
7. Can this problem wait until after the wedding to be solved?
8. Could this problem break up the marriage?
9. What can the couple do in this situation?
10. What do you believe you would do in this situation?

Case I:

Wanda and Ron have been dating for over two years. They became officially engaged two months ago. Yesterday they had a discussion about saving money. Wanda was pleased that Ron agreed that saving money for their children was very important. She believed that Ron meant saving for their education; that is what she meant. This morning she heard Ron discussing this topic with his brother. He said he wanted to save all the money he could so his children could have a nice car, the type of sports car he always wanted as a teenager. Wanda is upset. What should she do?

APPENDIX D (Continued)

Activity: ENCOUNTERING PROBLEMS IN ENGAGEMENTS

Case II:

Debra and Allen have been dating forever, or at least it seems that way. They have been next door neighbors and have been dating since their early teens. Allen has just bought an engagement ring, and the couple plans to announce their engagement at a formal party in two weeks. Yesterday, Allen saw Debra talking to another man; he was really upset. When Allen confronted Debra she confessed that she was flirting with the other man. She had never had a chance to date anyone except Allen, and though she believed that she loved him and wanted to marry him, she still wondered what it would be like to date other men. Both are upset. What should they do?

APPENDIX E

Activity: MARRIAGE LAWS

Students investigate the local and state laws pertaining to marriage in their area. Answers to the following questions should be found and reported.

1. Legal age for males to marry:

2. Legal age for females to marry:

3. Need for parental consent to marry:

4. Type of medical tests that must be done:

5. Why these medical tests are done:

6. Health restrictions pertaining to the issuing of marriage licenses:

7. Who can <u>not</u> be granted a marriage license:

8. Waiting time between acquisition of license and ceremony:

9. Regulations about common-law marriages:

APPENDIX F

Activity: HAPPINESS IN MARRIAGE

Next to each item, state why it is important in building a happy marriage. If you do not feel that the item is important, state why not.

1. Appreciation-

2. Trust-

3. Give and take-

4. Sense of humor-

5. Communication-

6. Self-esteem-

7. Realistic views and expectations-

APPENDIX G

Activity: MARITAL ADJUSTMENT

Read the following explanations on levels of marital adjustment. Come up with two examples for each situation showing how the form of adjustment has been made.

1. Compromise - Both partners give up some of their beliefs or desires to come to a mutual agreement.

2. Accommodation - Both partners realize that they cannot come to an agreement, so they agree to disagree.

3. Concession - One partner agrees to give in to the other partner's wants or needs.

4. Martyrdom - The same partner always gives in in order to avoid conflict at all costs.

5. Hostility - The couple can come to no agreement and will continue to disagree and bicker over the subject or problem.

APPENDIX H

Activity: EGG BABIES

Each student in the class cares for an egg baby for one school week to learn how it feels to have total responsibility for "someone." Follow the rules below.

1. The egg baby should be a *raw egg.
2. The egg baby may be decorated to look like a child.
3. The egg baby must have a name.
4. The student must care for the baby 24 hours a day for five school days.
5. The students will bring the egg baby to school every day.
6. The egg baby should have a "crib" or some other article to be carried in.
7. If the student cannot take the egg baby to some activity, the baby must go to a babysitter who will care for it for 25 cents an hour.
8. The egg baby should be treated as a real baby at all times.
9. Keep a daily log of "Care Activities."
10. Take good care of your "Baby"!!

At the end of the week students hold a "well-baby" show to determine the success of their efforts. Discuss implications of the experience for people considering parenthood.

*Note to teacher: Get principal's approval or use hard-cooked egg.

APPENDIX I

Activity: PARENTING IS A FULL-TIME JOB

Students will construct bulletin board on this topic.

PARENTING IS A FULL-TIME JOB!
- 24 HOURS A DAY
- AROUND THE CLOCK
- NO OVERTIME PAY
- NO VACATIONS
- NO RAISES
- LOTS OF RESPONSIBILITY
ARE YOU READY NOW?

APPENDIX J

Activity: THE CHANGING NEEDS OF CHILDREN

Complete this worksheet using the following resources:

1. At least one textbook on child development or parenting,
2. At least one other printed source book, magazine article, pamphlet, and
3. Interview with professional on some area of child care or development (Parents are professionals on this topic).

For each stage listed below, tell the most pressing physical, emotional, intellectual and social needs that must be fulfilled.

A. Birth to 3 months (early infancy):

B. 3 months to 1 year (late infancy):

C. 1 year to 3 years (toddler stage):

APPENDIX J (Continued)

Activity: THE CHANGING NEEDS OF CHILDREN

D. 3 year to 5 years (preschool stage):

E. 5 years to 10 year (late childhood):

F. 11 years to 13 years (early adolescence):

G. 13 years to 18 years (adolescence):

APPENDIX K

Activity: BUDGET BASICS

Define the following terms and give examples of each:

1. Fixed expenses -

2. Variable or flexible expenses -

3. Fixed income-

4. Variable or flexible income-

List all fixed and flexible expenses that you believe your family must account for in its budget.

Fixed Expenses	Flexible Expenses

Review this list with your parents. Add items you may have forgotten and delete excess items. Discuss with class how accurate student perceptions were of actual family expenses.

APPENDIX L

Activity: PRICING ACTIVITY

Students will need to go to the grocery store to complete the following exercise. Prior to the visit they should define the following terms:

no-name brand	generic brand	store brand
in-house brand	name brand	national brand
unit pricing	food label	

Compare generic brand, store brand, and national brand packages of selected items. Be sure that the items you compare are the same size and quantity. In the following chart include the size of the item when you write in the item name and figure all unit prices under each price category for each item.

Item	Generic Price	Store Price	National Price
Green beans size:			
Puffed rice cereal size:			
Cola drink size:			
Vanilla cake mix size:			
Dishwashing liquid size:			

APPENDIX M

Activity: PURCHASING CLOTHING

List three ways to save money on clothing under each of the following headings.

A. Purchasing everyday or play clothes-

B. Purchasing good clothes or school clothes-

C. Making a wardrobe plan-

D. Coordinating clothing for different seasons-

E. Reading clothing content and care labels-

F. Taking proper care of clothing-

G. Repairing and recycling clothing-

APPENDIX N

Activity: CREDIT CARD SURVEY

The following form may be used to survey a number of people on their use of credit cards.

Name	Number of Cards Used	Reason for Using Credit Cards	Problems Experienced Using Credit Cards
1.			
2.			
3.			
4.			
5.			
6.			

Summary: Advantages and disadvantages of credit card use, as stated by those surveyed.

APPENDIX O

Activity: HEALTH HABITS

Students will complete these charts for three days previous to the discussion on these topics. Examples are included for students to review and follow.

Example: Sleeping and Exercise Habits

Date	Hours sleep	Type of exercise	Hours
11/1/86	8 hrs.	Walking	1 hr

COMPLETE YOUR OWN CHART:

Date	Total hours sleep	Type of exercise	Total hours

APPENDIX O (Continued)

Activity: HEALTH HABITS

Example: Eating Habits

Breakfast	Lunch	Supper	Snacks
1c cereal	hamburger	Chicken (1 pc)	banana (1)
1/2 c milk	fries	rice	orange juice (1c)
	coke	green beans	
		iced tea	
		chocolate cake	

Complete your own chart:

Breakfast	Lunch	Supper	Snacks

APPENDIX P

Activity: TIME LOG

Students will keep a time log for one day prior to the discussion on this topic. Following the class session, they should be prepared to complete the personal time plan on the following page. Partial examples are given.

Example:

Activity	Start Time	End Time	Total Time
Get ready for school	7:00am	8:00am	1 hour
Eat Breakfast	8:00am	8:15am	15 minutes
Drive to school	8:15am	9:00am	45 minutes

Your TIME LOG:

Activity	Start Time	End Time	Total Time

APPENDIX P (Continued)

Activity: TIME LOG
Personal Time Plan

	M	T	W	Th	F	S	Sun.
7:00- 8:00 a.m.							
8:00- 9:00							
9:00- 10:00							
10:00- 11:00							
11:00- 12:00							
12:00- 1:00 p.m.							
1:00- 2:00							
2:00- 3:00							
3:00- 4:00							

APPENDIX P (Continued)

Activity: TIME LOG
Personal Time Plan

	M	T	W	Th	F	S	Sun.
4:00- p.m. 5:00							
5:00- 6:00							
6:00- 7:00							
7:00- 8:00							
8:00- 9:00							
9:00- 10:00							
10:00- 11:00							
11:00- 12:00							

UNIT FOUR - FUTURE WORLD
FHA ACTIVITIES

1. Invite a guest speaker to talk on any one of the following topics:

   a. Marriage laws
   b. Marriage counseling
   c. Day care
   d. Community service
   e. Money mangagement
   f. Time management
   g. Career opportunities
   h. Parent Effectiveness Training (PET)

2. Conduct a group discussion on moving into your own home or apartment and the selection of a roommate.

3. Members role play various conflicts that occur in relationships. Observing members react to how the actors solved their problems.

4. Members divide into two groups and debate one of the following topics:
   a. Teaching sex education in schools.
   b. Licensing of day care centers.
   c. Punishment versus discipline.
   d. Pros and cons of community involvement.

5. Members conduct games or relaxers on the following topics:
   a. Characteristics to look for in a mate or roommate.
   b. Planning a wedding ceremony.
   c. Sharing marriage and wedding customs from different cultures.
   d. Planning community involvement activities.
   e. Choosing a career.

6. FHA members plan a workshop on getting involved in the community. Other students and other clubs could be invited to attend and plan joint community improvement activities.

UNIT FOUR - FUTURE WORLD

UNIT TEST
(100 points)

PART I: ASSOCIATION (40 points)

A. Give one advantage and one disadvantage for each of the following living situations. (12 points)

Living Situation	Advantage	Disadvantage
Living alone	1. _____	2. _____
Living with a roommate	3. _____	4. _____
Marriage	5. _____	6. _____

B. Give one purpose for each of the following marriage laws and customs. (10 points)

Law or Custom	Purpose
Engagement	7. _____
Blood test	8. _____
Marriage license	9. _____
Wedding ceremony	10. _____
Honeymoon	11. _____

PART I: ASSOCIATION (Continued)

C. Define the five types of adjustments made in marriage that are listed below. (10 points)

Martial Adjustment		Definition
Accommodation	12.	_____
Compromise	13.	_____
Concession	14.	_____
Hostility state	15.	_____
Martyrdom	16.	_____

D. In each marital situation below indicate whether or not the people involved can be remarried by writing "yes" or "no" in the blanks provided. (8 points.)

Marital Situation	Eligibility for Remarriage
Separation	17. _____
Annulment	18. _____
Abandonment	19. _____
Divorce	20. _____

PART II: TRUE/FALSE (40 points)

In the blanks at the left circle T if the statement is true, or F if the statement is false.

T F 21. Lifestyle is the way a person chooses to live.

PART II: TRUE/FALSE (Continued)

T F 22. A commune is a group of independent individuals who share only their living space.

T F 23. Homogamy is the tendency to marry someone like yourself.

T F 24. Propinquity means choosing a mate who is like one's parents.

T F 25. The age of legal consent for marriage in Louisiana is 18 years.

T F 26. A religious wedding ceremony is required by law in Louisiana.

T F 27. A wife is required by law to take her husband's last name.

T F 28. To save a shaky marriage is a good reason to have a baby.

T F 29. It is wise for one person to always give into his/her spouse for marital happiness.

T F 30. Income needs and expenses vary slightly as a family moves through the family life cycle.

T F 31. Children vary in their rate of development.

T F. 32. Children at age two are trying to become independent of their parents.

T F 33. Substitute child care outside the home is needed less now than it was thirty years ago.

T F 34. Punishment and discipline of children are the same.

T F 35. Children's needs change as they grow older.

T F 36. A budget helps a family live within its income.

T F 37. A family's fixed expenses include expenditures for clothing and entertainment.

PART II: TRUE/FALSE (Continued)

T F 38. A coordinated clothing wardrobe helps a person have a larger variety of outfits to wear.

T F 39. An advantage of using credit cards is they can be used in emergencies when one doesn't have cash to spend.

T F 40. A time log can help a person evaluate his or her priorities in life.

PART III: SHORT ESSAY (10 points)

41. Describe four characteristics that one should seek when looking for a good day care center for children.

42. List six categories of items that must be included in a family budget.

UNIT FOUR - FUTURE WORLD

UNIT TEST - ANSWER KEY

PART I: ASSOCIATION (40 points - each answer is worth 2 points) (Students' answers will vary. Credit may be given for reasonable responses.)

A. LIVING SITUATIONS:

1. privacy, control, individuality, etc.

2. loneliness, expensive, etc.

3. social, less expensive, companionship, help, etc.

4. lack of privacy, encroachment on territory, lack of compatibility, etc.

5. permanency, companionship, sexual relationship, acquisition, etc.

6. lack of freedom, lack of privacy, loss of control, etc.

B. PURPOSE OF LAWS AND CUSTOMS:

7. get to know the other person, announcement to public of intent to marry, prepare for wedding, testing period, etc.

8. medical consultation, check for venereal diseases, etc.

9. legal tie, permanent record, public record, etc.

10. public announcement, seal commitment, personal vows, pleasant memories, celebration with family and friends.

11. rest and relaxation, intimacy, change from routine, etc.

C. MARITAL ADJUSTMENTS:

12. agreement to disagree
13. mutual agreement
14. one agrees to give in
15. no agreement
16. one always gives in to avoid disagreement

UNIT FOUR - FUTURE WORLD

UNIT TEST - ANSWER KEY (continued)

D. ELIGIBILITY FOR REMARRIAGE:

17. no
18. yes
19. no
20. yes

PART II: TRUE/FALSE (40 points. Each answer is worth 2 points.)

21. T
22. F
23. T
24. F
25. T
26. F
27. F
28. F
29. F
30. F
31. T
32. T
33. F
35. T
36. T
37. F
38. T
39. T
40. T

PART III: SHORT ESSAY (10 points)

41. (four points) licensed, clean, children happy, toys, indoor and outdoor play area, etc.

42. (six points) housing, utilities, food, clothing, taxes, savings, miscellaneous etc.

HOME AND FAMILY CURRICULUM GUIDE

UNIT FIVE - CRISES IN THE FAMILY'S WORLD

UNIT FIVE - CRISES IN THE FAMILY'S WORLD

INTRODUCTION

Maintaining a family that is healthy both physically and psychologically is the goal and responsibility of all family members. The well-being of the family, however, sometimes is put at risk. Crises arise in all families and threaten the physical and psychological well-being of its members.

To cope with family crises, members should know how to take preventive measures when symptoms of crisis occur, as well as know how and where to go to obtain help and support should the crisis arise. Crises that affect many teens and their families include substance abuse, physical abuse and neglect of family members, suicide, teen pregnancy, illness, unemployment; and transitional stresses, such as a new baby or moving to a new home, aging, and the loss of friends and family members through death.

Knowing how to cope with problems and where to turn when outside help is needed is a key to maintaining the strength of the family. The most important psychological requirement is to help all family members develop a feeling of self-worth and belonging within the group. Knowledge of resources available within the family and in the community and the ability to apply them wisely are skills each family member should develop.

COMPETENCIES

1. Realize the many influences on the physical and psychological well-being of the family.

2. Know means of coping with crises that may arise in the family through use of both family and community resources.

3. See the advantages of taking preventive measures related to family well-being through self and family management.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe symptoms of impinging family crisis situations.

2. List resources available to families during times of crisis.

3. Describe ways to prevent crises through improved family relations and management.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Show the results of substance abuse on family relationships.

2. Describe techniques used to help cope with a person considering suicide.

3. Describe techniques used to cope with family violence and abuse.

4. Identify possible consequences of teenage pregnancy.

5. List community resources for information on family planning and community services available to pregnant teenagers and teenage parents.

6. Identify changes that may occur in the family over time and recognize ways to adjust.

METHODOLOGY

Students will participate in learning activities described, using materials from the appendix as guides.

SUGGESTED INTEREST APPROACHES

Motivational activities are described at the beginning of each topic within the unit.

UNIT OUTLINE

I. Substance Abuse
II. Suicide
III. Abuse and Neglect
IV. Teen Pregnancy
V. Family Transitions

UNIT FIVE - CRISES IN THE FAMILY'S WORLD
RELATED TERMS

Alcoholics Anonymous (AA)
abortion
abuse
addict
addiction
adoption
adoptive parents
aging
Al-a-Non
Al-a-Teen
alcohol
alcoholism
birth control
blended family
caffeine
chemical dependency
child abuse/neglect
conception
contraception
coping
coping techniques
death
demoralization
deprivation
divorce
drug abuse
drugs
funeral
funeral customs
handicapped
hospice
hospitalization
natural parents
neglect
nicotine
organ donation
physical abuse
physical addiction
postnatal
pregnancy
prenatal
psychological addiction
relocation
remarriage
reproduction
sexual abuse
spouse abuse/neglect
suicide
suicide hotline
teen parents
teen pregnancy
teen suicide
transitions
unemployment

UNIT FIVE - CRISES IN THE FAMILY'S WORLD
INDIVIDUAL PROJECTS

1. Research and report to the class, orally and visually, on one specific aspect of substance abuse.

2. Visit a chemical dependency unit to see what is available to help drug addicts. Share experience with the class.

3. Research teen suicide in your area and give a written and oral report on the topic.

4. Interview families that have gone through crises to get their opinions of various coping techniques.

5. Examine a case study on child or spouse abuse or abuse of the elderly. Write an essay on your opinion for the cause of abuse and how it can be prevented or treated.

6. Interview a social worker, child welfare worker, or physician to find out about child neglect. Share findings with the class.

7. Form groups of class members to debate the rights of natural parents versus adoptive parents.

8. Assess your family's attitudes on resources they have available for coping with family crises.

9. Research and write a short paper on one of the following family resource topics:
   a. Mental resources
   b. Physical health
   c. Family kinship system
   d. Financial resources
   e. Support of friends
   f. Community services

UNIT FIVE - CRISES IN THE FAMILY'S WORLD

TOPIC I: SUBSTANCE ABUSE

OBJECTIVE: Show the results of substance abuse on family relationships.

MOTIVATION: Class discuss society's view toward substance abuse.

Unit Content	Learning Activities
Substance Abuse	1. Explore relationship among terms--substance abuse, drug abuse, alcoholism, chemical dependency.
	2. Seek information that compares America to other countries in the incidence of drug abuse.
--Types of drugs	3. Listen to guest speaker from police force or narcotics unit explain the problems caused by different types of drugs.
--Effects on individual >intellectual >physical >emotional >social >spiritual	4. Gather pamphlets and other available literature that explain the effects of various chemical substances, including caffeine and nicotine.
	5. Compile a list of effects of drug use. Compare lists and develop a master list.
	6. Listen to recovering addicts/alcoholics speak to class on the effects that drug/alcohol dependency had on their lives.
--Effects on family	7. Listen to counselor describe impact on family members of substance abuse and dependency. Describe dysfunctional family and roles played by family members.

--Signs of abuse

8. Compile list of signs of drug abuse to look for in peers and signs that parents should look for in their children.

--Treatment

9. Listen to guest speaker from a chemical dependency unit describe treatment of substance abusers and discuss family therapy and the family's role in helping the addict to recover. Listen to religious leader explain spiritual aspects of recovery.

10. Listen to guests from two other support organizations such as Al-a-non and Al-a-teen.

11. Compile a list of all community resources available for substance abusers, their families, and friends.

--Prevention

12. Create a "Chemical Cop-out" bulletin board using ads, labels, and other package information depicting how people cop out of life with use of cigarettes, alcohol, or drugs.

13. Identify drug prevention programs in their school and community. Plan a class project to help prevent drug abuse. (i.e., Just Say No program)

TOPIC II: SUICIDE

OBJECTIVE: Describe techniques used to help cope with a person considering suicide.

MOTIVATION: State recent statistics on suicide by teens as well as those in other age brackets.

Unit Content	Learning Activities
Suicide --Causes	1. Discuss possible causes of teenage suicide.
	2. List probable causes of suicide for people in other age brackets.
--Warning signs	3. Read over list of possible warning signs. Appendix A.
--Prevention	4. Respond to case studies on helping one cope with thoughts of suicide. Appendix B.
	5. Listen to guest speaker from a family crisis center discuss suicide, teen suicide, and effects on the family.
--Coping techniques	6. Compile a list of all community resources available for those contemplating suicide and for the families of suicide victims.
	7. Invite persons who overcame suicidal thoughts or relatives of suicide victims to discuss how to cope with

this crisis.

8. Compare Americans with citizens of other countries on the incidence of suicide.

TOPIC III: ABUSE AND NEGLECT

OBJECTIVE: Describe techniques used to cope with family violence and abuse.

MOTIVATION: State child abuse statistics for citizens of the United States. Ask for possible reasons for this widespread problem.

Unit Content	Learning Activities
Abuse and Neglect	1. Complete worksheet "Causes of child and Spouse Abuse," Appendix C.
--Types >physical >emotional >sexual	2. Distinguish between abuse and neglect. Define and describe the three basic types of child abuse.
--Causes and Effects	3. Listen to a guest speaker from a child protection agency talk on causes and effects of abuse.
	4. Listen to a guest speaker from a facility for battered women discuss spouse abuse.
--Prevention	5. Work in groups to compile list of causes and possible ways to treat these problems in order to reduce abuse.
	6. Go over worksheet on causes of abuse (Appendix C) and discuss changes in opinions.
--Treatment	7. Debate the need for laws to govern treatment of those convicted of child or spouse abuse or abuse of the elderly.

8. Compile a list of community resources available to help victims of abuse and to help those who abuse others.

TOPIC IV: TEEN PREGNANCY*

OBJECTIVES:
1. Identify possible consequences of teenage pregnancy.
2. List community resources for information on family planning and community services available to pregnant teenagers and teenage parents.

MOTIVATION: State the number of children born to teen mothers each year.

Unit Content	Learning Activities
Adolescent Sexuality	1. Listen to school nurse, counselor, or other professional person describe physical changes that occur with adolescence and present factual information on human reproduction. Discuss possible consequences of sexual relations, such as veneral diseases, AIDS, emotional involvement, and unwanted pregnancy.
Teen Pregnancy	2. Search for articles and information on teenage pregnancy.
	3. Discuss influence of peer pressure and other factors contributing to the incidence of teen pregnancy.
--Consequences >Impact on self >Impact on relationships -partner -parents and family -child	4. Identify consequences and responsibilities encountered by pregnant teens.
	5. Identify consequences and responsibilities encountered by teen fathers.
	6. Discuss impact on the relationship of the teens.

*Topic includes information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Please refer to "Guidelines for Instruction of Sex Education in Louisiana," in the Appendix, pages A-1 to A-17.

	7. Complete the worksheet on Problems of Teenage Pregnancy. Appendix D. Share opinions on the problems and suggest ways to cope with these problems.
>impact on society	8. Complete the worksheet on the Effects of Teenage Pregnancy on Society. Appendix E.
--Options for unwed pregnant teenagers >adoption >marriage >single parenthood >abortion	9. Identify the legal options of unwed pregnant teens.
	10. Listen to guest speaker from an adoption agency describe the adoption process and discuss the rights of both natural and adoptive parents.
Teen Parenting	11. Listen to teens who have experienced parenting explain the problems they encountered.
Resources and Services For Teens --Parents --Religious leaders --School counselors --School nurse --Public health unit --Doctors	12. Identify services to assist or counsel teens regarding adolescent sexuality, human reproduction, abstinence, and birth control.
	13. Compile a list of community resources available for pregnant teenagers and teenage parents.

TOPIC V: FAMILY TRANSITIONS

OBJECTIVE: Identify changes that may occur in the family over time and recognize ways to adjust.

MOTIVATION: List transitions that occur as the family evolves from one stage to another. Discuss unexpected events that cause families to experience stress and have to make sudden adjustments.

Unit Content	Learning Activities
New Family Members --New baby in the family --Adoption --Remarriage/stepparent --Blended families	1. Discuss ways that older children can be prepared when a new sibling is expected. How can jealousy be prevented? How can they participate in caring for the new baby? 2. Invite a panel of people representing families that have combined parents and children from two families to form a new family. Consider the problems involved for both parents and children.
Family Break-up --Separation --Divorce	3. Four common causes of family stress are money, time, children and the couple's relationship. Divide into four groups and create skits that illustrate ways to reduce stress in each of these four areas. Share with class. 4. Listen to a family counselor discuss ways to help family members cope with the break-up of the family. 5. Listen to a lawyer describe the legal process involved in various kinds of divorce, in annulment, and in legal separation.
Economic Crises --Unemployment --Relocation --Deprivation	6. Define and discuss the term "demoralization." 7. Divide into three groups and describe the special problems involved with the three crises listed here. 8. Break into pairs for a problem-solving session and come up with possible solutions for these economic problems.

9. Invite a panel of members of the community who have experienced unemployment, a loss of income, or moving to a new location. Listen to descriptions of their reactions and list the personal and community resources that have been helpful to them.

--Health Crises
--Handicapping condition
--Aging
--Hospitalization
--Accident

10. Research legislation dealing with education and fair treatment of handicapped individuals.

11. Compile a resource list for those who must deal with the problems related to handicaps and aging.

12. Listen to guest speaker from an agency that helps the elderly (such as Council on Aging, Meals on Wheels, Salvation Army). Question him or her on what teen groups can do to help these people.

13. Visit a handicapped homemaker in the community to observe how the living environment has been altered to meet special needs.

14. Review the process in your community for getting emergency service in case of sudden accident or illness.

15. Practice cardiopulmonary resuscitation (CPR) after demonstration by a person trained in this technique.

Death and Dying
--Major causes

16. Investigate and discover statistics regarding the major causes of death in the United States.

--Stages in accepting death	17. Read handout explaining the stages of dying. Appendix F.
	18. Discuss importance of recognizing these stages for those close to elderly or ill individuals.
--Preparation for Death	19. Listen to a guest speaker talk on organ donation. Divide into two groups (one for and one against) organ donation.
>organ donation	
>hospice	
	20. Listen to a guest speaker from a hospice organization discuss what this group does for those facing death.
>counseling services	21. Compile a list of resources to help and support persons who are dying or those facing grief from a death.
	23. Listen to a representative from some type of grief counseling service (perhaps hospital or church related) speak on how they help those coping with death.
>funerals	24. Calculate funeral expenses.
	25. Listen to a funeral director speak to the class on what is involved in planning a funeral.
	26. Discuss the advantages of making such arrangements in advance.
	27. Compare funeral customs from different cultures. Discuss philosophies related to the variety of customs.
Family Resources	28. Write case studies to show how communication and a feeling of belonging in a family can help its members cope emotionally in crisis situations.

29. Calculate financial advantages of living in a family group. Consider costs of housing, food and services that family members render to one another.

--Extended family

30. Discuss ways that members of the extended family such as aunts, uncles, cousins and grandparents have been of aid to families who are in crisis situations.

31. Share ways their families celebrate holidays, special occasions and reunions in the nuclear family and the extended family. Analyze ways that these special days cement family relationships and create self-worth within family members.

--Community

32. List organizations within the community that serve the role of the extended family; examples may be church groups, one's circle of friends, service organizations, etc.

33. Condense all resource lists made previously and prepare a list to give out to people in the community to help them in times of family crisis.

APPENDIX A

Activity: WARNING SIGNS OF SUICIDE

Source: Abendroth, R.B. (1986) Changes and Choices. South Holland, Illinois: The Goodheart-Willcox Company, Inc.

1. Changes in daily habits--eating, sleeping, studying, working, etc.
2. Withdrawal from family and friends.
3. Inability to concentrate.
4. Verbal warnings such as "I hate my life," and "You won't see me around much longer."
5. Dependence on alcohol or drugs.
6. Lack of interest in favorite activities.
7. Neglect of personal appearance.
8. Personality changes such as feelings of worthlessness and depression.
9. Moody behavior.
10. Frequent talk of problems, death, or suicide.
11. Tendency to give away cherished possessions.
12. Suicide attempts.

APPENDIX B

Activity: PREVENTING SUICIDE

Read the following case studies and respond to the accompanying questions.

Case I:

John, 13, is trying to cope with the divorce of his parents. His father, whom he loves, has moved across the country and plans to marry soon a woman with children of her own. John's mother is so involved in her own depression and self-pity that she does not see John's problem. John feels that no one cares about him; no one gives him any attention; no one would care if he were no longer around.

You, as John's classmate, realize that he is showing some of the signs of a possible suicide victim. When you approach him to try to talk, he says that no one cares about him but that they soon will be sorry.

1. What can you tell John?
2. Should you take John's threat seriously?
3. Should you approach his parents?
4. With whom could you discuss this problem?
5. How could you, as just a classmate, make a difference in John's life?

(You may answer these questions in paragraph form in the space below.)

APPENDIX B (Continued)

Activity: PREVENTING SUICIDE

Case II:

Elisha, 17, is your best friend. She is everything you wish you could be--pretty, smart, popular, and a cheerleader. Elisha has been dating Jeff since she was a freshman in high school. Now, at the beginning of her senior year, Jeff has been accepted at a university over 2,000 miles away. Jeff decided that they should see other people, though they always will be friends. You know this is hard on Elisha, but after all she has everything going for her. She will soon get over this depression.

After several weeks you notice that she is carrying Jeff's picture around with her, and she is wearing her old promise ring. When you question her, she states that she will love Jeff forever and soon will be at peace. She has lost all interest in present activities and seems to be living in the past. She seems happier but talks as if she and Jeff are together and will be together always.

1. Should you be concerned?
2. Should you call Jeff? Elisha's parents?
3. How can you, as her best friend, help her?
4. Does she need professional help?
5. She seems happier, should you just leave her alone?

(You may answer these questions in paragraph form in the space below.)

APPENDIX C

Activity: CAUSES OF CHILD AND SPOUSE ABUSE

In order to treat those who abuse their children or spouse, it is necessary to discover the cause of abuse.

Directions: Prior to the discussion on this topic, check off the statements that you feel are causes of child or spouse abuse. This worksheet will be the basis of a class discussion on treatment available for abusers and victims.

____ 1. Children who are abused have continually angered their parents.

____ 2. Jealousy over a partner's achievements may be a cause of spouse abuse.

____ 3. Abuse is usually cyclical; one who is abused as a child is likely to abuse his or her own family members.

____ 4. Those who abuse usually no longer love their victims.

____ 5. Financial problems or job pressures can add to frustration and cause abuse.

____ 6. Those with poor self-concepts, who do not see themselves as worthwhile people, may abuse to cover their own perceived inadequacies.

____ 7. Abusers cannot be helped; they will always abuse those close to them.

____ 8. People with little authority may feel as if they gain power by abusing others.

____ 9. The victim of abuse is as much at fault as is the abuser.

____10. Physical abuse is more serious than emotional abuse or any type of neglect.

Directions for follow-up: After reading available resources, listening to guest speakers, and participating in class discussion, indicate any changes in your opinions by putting a "+" in front of statements that you think may cause abuse. Be prepared to support your opinions with facts.

APPENDIX D

Activity: PROBLEMS OF TEENAGE PREGNANCY

Write two or three sentences about each of the following topics explaining how pregnancy could affect these areas in the life of a teenager.

1. Relationship with parents -

2. Relationship with friends/peers -

3. Relationship with child -

4. Relationship with mother/father of the child -

5. Social life-

6. Education -

7. Financial matters -

8. Health -

ACTIVITY D (Continued)

Activity: PROBLEMS OF TEENAGE PREGNANCY

9. Job prospects -

10. Leisure time activities -

11. Lifestyle -

12. Living space -

13. Self-concept -

14. Personal values -

15. Attitudes -

APPENDIX E

Activity: EFFECTS OF TEENAGE PREGNANCY ON SOCIETY

Write a short explanation of the effect teenage pregnancy could have on society in the areas listed below.

A. Welfare programs -

B. Public housing programs -

C. Unemployment -

D. Education -

E. Public health -

F. Health insurance -

G. Public taxes -

APPENDIX F

Activity: STAGES OF DYING

Accepting death is a reality that everyone must face. The following stages explain how one feels knowing that he/she or one who is loved is dying.

Source: Ryder, V. (1985). Contemporary Living. South Holland, Illinois: The Goodheart-Willcox Co., Inc., p. 328.

Stage I: Denial

"No, not me," or "No not him/her." This is usually the first reaction when someone finds out that he/she or someone he/she loves is terminally ill. This stage is important for it helps defer the realization that dying is inevitable.

Stage II: Anger

In this stage, one resents that he/she or one he/she loves, will die while others are allowed to remain alive and healthy. The person may blame God and ask why because they see the death as grossly unfair.

Stage III: Bargaining

In the bargaining stage, the person usually has accepted that death is inevitable but tries to bargain for more time--another month, another year. Many times a special event may be the end sought in bargaining. One may make promises to God in order to see a family wedding or graduation. It is not uncommon for those who were not previously religious to bargain with God at this stage.

Stage IV: Depression

At this time one will mourn losses, goals not accomplished, sins committed. The person then enters a stage of preparatory grief that shows he or she is ready to accept death peacefully.

Stage V: Acceptance

In this final stage, the time of death is near and has been calmly accepted. There are usually no deep feelings of happiness or unhappiness, just acceptance.

UNIT FIVE - CRISES IN THE FAMILY'S WORLD
FHA ACTIVITIES

1. Invite a guest speaker to speak on any one of the following topics:
   a. Substance abuse
   b. Teenage suicide
   c. Teenage pregnancy
   d. Child, spouse or parent abuse/neglect

2. Conduct a formal debate related to one of the following topics:
   a. Teen parenting
   b. Adoption
   c. Organ donation
   d. Hospice

3. Conduct an open discussion on one of the following topics:
   a. Coping with unemployment.
   b. Coping with illness, handicaps, or death within the family.
   c. How people from different backgrounds and different cultures have varying family traditions.

4. Make a bulletin board or other display to share resources for a variety of family crises with the rest of the student body.

5. Plan a school-wide workshop, complete with guest speakers, filmstrips, and other resources, on an important topic to teens--such as teen drug dependency.

6. Plan entertainment or a special treat for people in a nursing home, hospital or other community institution.

7. Do a community survey to determine what services are available to families with these problems:
   -no one to care for a small child.
   -a grandparent who is very ill.
   -a neighborhood health hazard such as a mosquito breeding area.
   -suspected child neglect.

UNIT FIVE - CRISES IN THE FAMILY'S WORLD

UNIT TEST
(100 points)

PART I. MULTIPLE CHOICE

For each item below write in the letter of the answer that is most correct. (20 points)

____ 1. Drug dependence occurs when

A. one's body changes without the drug.
B. a person thinks he or she has to have it to function.
C. a person uses the drug instead of coping with a problem.
D. all of the above.

____ 2. Which of the following usually is NOT a warning sign of suicide?

A. Moody behavior.
B. Frequent talk of death.
C. Giving away a favorite possession.
D. Looking forward to a favorite activity.

____ 3. Which of the following is NOT a type of child abuse?

A. Discipline.
B. Beating the child.
C. Calling the child bad names.
D. Neglecting to provide basic needs.

____ 4. Teenage pregnancy causes problems for

A. the girl's parents.
B. the boy.
C. society.
D. all of the above.

____ 5. A blended family occurs when

A. a couple divorce.
B. remarriage takes place.
C. a family moves to another residence.
D. all of the above.

PART II: TRUE/FALSE

Circle the letter of the correct answer, T for true, or F for false. (30 points)

T F 6. Alcohol is a drug.

T F 7. Substance abuse occurs only when there is physical dependency.

T F 8. Parents always can tell when their children are on drugs.

T F 9. Teenage suicide is one of the leading causes of death in this age group.

T F 10. Causing emotional stress for a child is one form of abuse.

T F 11. Parents who abuse children often have been abused themselves.

T F 12. A teenage girl is just as likely as a mature woman to have a healthy baby.

T F 13. Lack of satisfactory sexual relationship is the major cause of divorce.

T F 14. One stage in the process of dying is denial that death will occur.

T F 15. A person's family can be the most important resource in time of trouble.

PART III: ESSAY (50 points)

16. List and discuss five ways that families can work to prevent crisis situations.

UNIT FIVE - CRISES IN THE FAMILY'S WORLD

UNIT TEST - ANSWER KEY

PART I: MULTIPLE CHOICE (4 points for each correct answer; 20 points)

1. D
2. D
3. A
4. D
5. B

PART II: TRUE/FALSE (3 points for each correct answer; 30 points)

6. T
7. F
8. F
9. T
10. T
11. T
12. F
13. F
14. T
15. T

PART III: ESSAY (10 points for each correct part; 50 points)

Some possible answers:

- provide emotional support
- communicate about problems
- supervise preventative health care
- teach good habits of living
- teach social skills
- make home safe and secure
- use community resources
- etc.

RESOURCES

REFERENCE LIST

I. Books and Textbooks

Abendroth, R. B. (1986). Changes and Choices. South Holland, Illinois.: The Goodheart-Willcox Company, Inc. (368 pp.)

Achord, B. et al. (1986). Building Family Strengths. Manual, facilitator's handbook and collection of exercises. Department of Human Development and Family. 110 Leverton Hall, University of Nebraska-Lincoln, Lincoln, NE 68583-0809.

Atwater, E. (1986). Human relations. Englewood Cliffs, NJ: Prentice-Hall, Inc. (322 pp.)

Bingham, M., Edmondson, J., & Stryker, S. (1983). Choices: A teen woman's journal for self-awareness and personal planning. Santa Barbara, CA: Advocacy Press. (240 pp., $12.95 plus shipping)

Edmondson, J., Bingham, M., Fajen, S., Jackman, M., & Stryker, S. (1984). Instructors guide for choices and challenges. Santa Barbara, CA: Advocacy Press. (111 pp.)

Families and futures. A Peer Education Approach to Individual and Family Health. A National Cooperative Project of the Future Homemakers of America and the March of Dimes Birth Defects Foundation. (64 pp.)

**Gay, K. (1985). Family living, teacher's guide. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, Inc. (96 pp.)

Henderson, G. H. (1985). Dimensions of life. Cincinnati, OH: South-Western Publishing Co. (342 pp.)

**Leavenworth, C., Hendricks, G., Gay, K., Harriman, L.C., & Kreinin, M. M. (1985). Family living. 2nd ed. Englewood Cliffs, N.J: Prentice-Hall, Inc. (384 pp., $15.99)

Power of one. A Program for Individual Action and Recognition. (1985). Future Homemakers of America. (60 pp.)

Riker, A. P., & Brisbane, H. E. (1984). Married and single life. Peoria, IL.: Bennett & McKnight Publishing Company. (416 pp.)

**Louisiana State Approved Textbook

**Ryder, V. (1985). Contemporary living, instructor's guide. South Holland, IL.: The Goodheart-Willcox Company, Inc. (92 pp., $3.00)

Sasse, C. R. (1981). Person to person. 2nd ed. Peoria, IL.: Bennett Publishing Company. (392 pp.)

Sasse, C. R. (1978). Teacher's guide for person to person. Peoria, IL.: Chas A. Bennett, Co., Inc. (161 pp.)

Slater, S. & Cibrowski, L. (1982). What do you like about yourself??? Washington, D.C.: Home Economics Education Association. (71 pp.)

Stewart, M. (1982). Family matters, educator's guide. Encino, CA: Glenco Publishing Co. (106 pp.)

Smith, R. M., & Apicelli M. L. (1982). Family matters. Encino, CA: Glenco Publishing Company. (452 pp.)

Westlake, H. G. (1984). Relationships. Lexington, MA: Ginn and Company. (441 pp.)

**Louisiana State Approved Textbook

II. RELATED LEARNING MATERIALS

The following is a list of instructional material catalogs with a list of some of their offerings related to this course. Company addresses and phone numbers are provided for teachers to contact to find out more about these materials or obtain these materials from the distributors.

AVNA Media
Box 1040,
Mount Kisco, NY 10549
1985 Catalog

1. Drink, Drunk, Drive: A License to Kill - filmstrips and cassettes ($119)
2. Feeling Good About Yourself: Developing Self-Confidence - filmstrips and cassettes ($79)
3. Sibling Rivalry: Family Conflicts - filmstrips and cassettes ($119)
4. Adolescent Depression - filmstrips and cassettes ($79)
5. Friendship: A Sharing of Life - filmstrips and cassettes ($119)
6. Runaways: Children of Despair - filmstrips and cassettes ($119)
7. Suicide: Who Will Cry for Me? - filmstrips and cassettes ($119)
8. You and the World of Work - filmstrips and cassettes ($159)
9. Adolescence: Changing Values - filmstrips and cassettes ($159)
10. Teenage Pregnancy - filmstrips and cassettes ($119)
11. Profile of a Drug User - filmstrips and cassettes ($159)
12. Violence U.S.A.: What Kind of People are We? - filmstrips and cassettes ($79)

Career Aids, Inc.
20417 Nordhoff Street, Dept. J 4
Chatsworth, CA 91311
(818) 341-8200
Occupational Vocational Career 1986-1987 Catalog

1. Career Scan IV - computer software (Apple, TRS-80, IBM PC, Commodore) ($169)
2. Assessing Specific Employability Skills Competencies - computer software (Apple, TRS-80, IBM PC) ($139)
3. Careers of the Future - computer software (Apple) ($150)
4. Vocational Interest profile Report - computer software (Apple, IBM PC) ($108)
5. Job Hunter's Survival Kit - computer software (Apple, TRS-80, IBM PC) ($179)
6. Decision Making and Problem Solving - computer software (Apple) ($40)
7. Parent-Adolescent Series - computer software (Apple) ($80)
8. Communicate! - computer software (Apple) ($55)
9. Stress and the Young Adult - computer software (Apple) ($55)
10. Values and the Work Ethic - computer software (Apple, TRS-80, IBM PC) ($70)
11. Computer Career Planning Series - computer software (Apple, TRS-80, IBM PC) ($428)
12. Vo-Tech Quick Screener - computer software (Apple, TRS-80) ($80)
13. There's a Career for You in Home Economics - computer software (Apple) ($63)
14. Positive Attitudes Toward Work - computer software (Apple, TRS-80, IBM PC) ($70)
15. Who Am I? - computer software. (Apple, TRS-80) ($40)
16. Improving Your Self-Concept - computer software (Apple) ($55)
17. Life Coping Skills - computer software (Apple) ($295)

Guidance Associates
Communications Park, Box 3000
Mount Kisco, NY 10549-0900
Health & Home Economics
1986 Catalog

1. Teen Suicide: Who, Why and How You Can Prevent It - video or sound filmstrips ($179)

2. Coping with Peer Pressure: Getting Along Without Going Along - video or sound filmstrips ($179)

3. Child Abuse and neglect: The Hidden-Hurt teacher guide, library kit and video or sound filmstrip ($179)

4. Teenage Pregnancy - teacher guide, library kit and sound filmstrip ($119)

5. Looking for Love: Teenage Parents - video ($159)

6. Clarifying Your Values: Guidelines for Living - filmstrips-on-video, sound filmstrips, or sound slides ($179)

7. Am I Worthwhile? Identity and Self-Image - filmstrips-on-video, sound filmstrips or sound slides ($179)

8. Relationships and Values: What Really Matters - sound filmstrips (5 parts)
   -Friendship: Caught in the Middle ($59)
   -The Family: Rights and Responsibilities ($59)
   -Dealing with Authority: What Should You Do? ($59)
   -Girls and Boys: Rights and Roles ($59)
   -Who Comes First: You or the Group? ($59)

9. Decision-Making Skills - sound filmstrips, video ($159)

10. Coping with Life: The Role of Self-Control - sound slides ($189)

11. Stress: The Time Bomb Within - filmstrips, videos or sound filmstrips ($159)

12. Suicide: Who Will Cry For Me? Sound filmstrips ($119)

13. Becoming an Adult: The Psychological Tasks of Adolescence - sound slides ($229)

14. Profile of a Drug User - sound filmstrips ($159)

15. The Abortion Debate: Values in Conflict - sound filmstrip ($79)

Guidance Associates (Continued)

16. Living with Dying - sound slides ($189)

17. Passages; Critical Stages of Human Development - sound filmstrips ($97)

18. Teen-Parent Conflicts: Getting Along - sound filmstrips ($97)

19. Divorce and Separation: Marriage in Trouble - sound filmstrips ($97)

20. Today's Family: Adjusting to Change - video ($159)

21. The Family: Past, Present, and Future - sound filmstrips ($89)

Home Economics School Service
A Division of Social Studies School Service
10,000 Culver Boulevard, Room 8
P.O. Box 802
Culver City, CA 90232-0802

1. Coping with Peer Pressure - hardback book ($10)
2. The Ungame: Tell It Like It Is! - board game ($14)
3. Who Am I? Series 1 - computer software (Apple, TRS-80) ($40)
4. Career Exploration: Series II - computer software (Apple, TRS-80) ($40)
5. Self-Discovery: Developing Skills - student and teacher workbooks ($27)
6. Pro's and Con's: Sex Role Options - simulation packet ($20)
7. Teens Coping with Pregnancy - 11 paperback books ($31)
8. Young, Single, and Pregnant: A New Perspective - video ($189)
9. Stepkids: A Survival Guide for Teenagers in Stepfamilies - paperback book ($9)
10. Adoption: The Facts, Feelings, and Issues of a Double Heritage - paperback book ($5)
11. Family Living: Puzzles, Games, and Individual Activities - 24 spirit masters. ($6)
12. Mate Selection: Making the Best Choice - filmstrips and cassettes ($115)
13. Toughlove - paperback book ($4)

The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
1987 Catalog

1. Effective Communication - audio cassettes ($39)

2. Body Language - sound filmstrips ($68)

3. Explore the impact of Mass Media on the Family - filmstrips

4. Exploring the Meaning of Money - sound filmstrips ($68)

Social Issue Resources Series, Inc.
P.O. Box 2348
Boca Raton, FL 33427
Toll-free 1(800)327-0513

Thirty-two titles in loose-leaf volumes containing selected articles representing a wide spectrum of opinion on topics related to drugs, alcohol, sexuality, family, health, and consumerism.

Annual supplements which reflect new developments and changes in issues are published yearly.

SUNBURST Communications
Room M L 9471
39 Washington Avenue
Pleasantville, NY 10570-9971
(800) 431-1934
(914) 769-5030
Home and Family Living
1987 Catalog

1. Self-concept: How I Know Who I Am - filmstrips and cassettes ($115); videocassette ($139)

2. Be a Winner: Self-Motivation - filmstrips and cassettes ($155) videocassette ($165)

3. The Gentle Art of Saying No - filmstrips and cassettes ($155) videocassette ($165)

4. Exploring Your Feelings - filmstrips and cassettes ($115) videocassette ($139)

5. How to make Good Decisions - filmstrips and cassettes ($155) videocassette ($165)

6. The Group and You: Handling the Pressures - filmstrips and cassettes ($115) videocassette ($139)

7. What's Right, What's Wrong? You Decide - filmstrips and cassettes ($115) videocassette ($139)

8. Person to Person: Learning to Communicate - filmstrips and cassettes ($155.00) videocassette ($165)

9. The Successful Family: You Can Make It Happen - filmstrips and cassettes ($155)

10. Coping with Family Changes - filmstrips and cassettes ($155) videocassette ($165)

11. Natural Highs and How to Get Them - filmstrips and cassettes ($155) videocassette ($165)

12. Drinking and Driving: What Teens Should Know - filmstrips and cassettes ($115) videocassette ($139)

13. Did Jenny Have to Die? Preventing Teen Suicide - filmstrips and cassettes ($155) videocassette ($165)

14. Living with Trouble: Crisis in the Family - filmstrips and cassettes ($155) videocassette ($165)

SUNBURST Communications (Continued)

15. Adolescent Conflict: Parents Vs. Teens - filmstrips and cassettes ($115)

16. Four Pregnant Teenagers: Four Different Decisions - filmstrips and cassettes ($189) videocassette ($199)

17. Dating: Coping with the pressures - filmstrips and cassettes ($155)

Teaching Aids Incorporated
Post Office Box 1798
Costa Mesa, CA 92629-0798
Home Economics 1986-87 Catalog

1. How He Feels/How She Feels - cassettes and filmstrips ($155)
2. The Good Marriage: It Doesn't Just Happen - cassettes and filmstrips ($155)
3. Marriage, Family Living, and Counseling - cassettes and filmstrips ($324) video ($375)
4. The Family in Time of Trouble - cassette and filmstrip ($35)
5. Trouble at Home: Learning to Cope - cassettes and filmstrips ($115) video ($139)
6. Living with Trouble: Crisis in the Family - cassettes and filmstrips ($155) video ($165)
7. Domestic Relations - cassette and filmstrip ($45) video ($75)
8. "Daddy Doesn't Live Here Anymore": The Single Parent Family - cassettes and filmstrips ($189) video ($199)
9. Skills for Parents - cassettes and filmstrips ($149)
10. Violence in the Family - cassettes and filmstrips ($189) video ($199)
11. Parents with Alcoholism: Kids with Hope - cassettes and filmstrips ($115) video ($139)
12. Families: Forms & Styles - cassettes and filmstrips ($159)
13. Survival Skills: Living on Your Own - cassettes and filmstrips ($13)
14. Learning Skills for Daily Living - cassettes ($130)

APPENDIX A

GUIDELINES FOR INSTRUCTION OF SEX EDUCATION IN LOUISIANA

BULLETIN NO. 1557

LOUISIANA STATE DEPARTMENT
OF EDUCATION
DECEMBER, 1979

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FOREWORD

Since 1970, we have operated under La. R.S. 17:281 which prohibited the teaching of a course entitled "Sex Education" in Louisiana schools. During the 1979 Legislative Session, a new sex education law, Act 480, was passed. Instruction in sex education within existing courses of study is permitted on a local option basis with parental permission required.

The sole responsibility for determining whether topics designated "sex education" shall be included in any part of the school curriculum rests with the local school boards. The State Department of Education will provide assistance to all local school systems interested in including sex education topics within the curriculum of their schools.

This informational guide was prepared to assist local school boards in understanding, interpreting, and complying with Act 480.

The Louisiana State Department of Education is pleased to make this guide available to the local school systems in Louisiana.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the Ad Hoc Sex Education Committee for their contributions to the development of this guide.

Mike Glisson, Supervisor
Health and Physical Education

Joyce Moore, Supervisor
Health and Physical Education

Diana "Dee" Jones
Administrative Officer
ESEA Title IV

Don McGehee, Supervisor
Science Education

Lila Coenen, Supervisor
Home Economics

Edia Harris, Section Chief
School Nurse Program

IMPLICATIONS OF ACT 480*: SEX EDUCATION IN PUBLIC SCHOOLS

1. ACT 480 ALLOWS, BUT DOES NOT REQUIRE, ANY PUBLIC ELEMENTARY OR SECONDARY SCHOOL IN LOUISIANA TO OFFER INSTRUCTION IN SUBJECT MATTER DESIGNATED AS "SEX EDUCATION," PROVIDED SUCH INSTRUCTION AND SUBJECT MATTER IS INTEGRATED INTO EXISTING COURSES OF STUDY SUCH AS BIOLOGY, SCIENCE, PHYSICAL HYGIENE, OR PHYSICAL EDUCATION.

   Sex education is not limited to only those areas, but may also be included in courses such as home economics, sociology, psychology, or life sciences.

2. WHETHER OR NOT INSTRUCTION IS OFFERED AND AT WHAT GRADE LEVEL IT IS TO BE OFFERED, SHALL BE AT THE LOCAL OPTION OF EACH SCHOOL BOARD. HOWEVER, NO INSTRUCTION SHALL BE OFFERED IN GRADES K-6.

   Any subject matter classifed as "Sex Education" presently being taught in grades K-6 should be discontinued.

3. ANY CHILD MAY BE EXCUSED FROM RECEIVING INSTRUCTION IN "SEX EDUCATION" AT THE OPTION AND DISCRETION OF HIS PARENT OR GUARDIAN.

   It is up to the local school board to set up the proper procedures for administering this section.

4. ALL INSTRUCTION SHALL BE IDENTIFIED AND DESIGNATED "SEX EDUCATION."

   As an example - A "unit" in a particular course could be entitled "Sex Education - Venereal Diseases." You should not try to hide the subject matter that is being taught under the general topic "Sex Education."

*SEE APPENDIX A

5. "SEX EDUCATION" SHALL MEAN THE DISSEMINATION OF FACTUAL BIOLOGICAL OR PATHOLOGICAL INFORMATION THAT IS RELATED TO THE HUMAN REPRODUCTIVE SYSTEM AND MAY INCLUDE THE STUDY OF VENEREAL DISEASE, PREGNANCY, CHILDBIRTH, PUBERTY, MENSTRUATION, AND MENOPAUSE.

   This does not limit the information to those topics listed.

   You may also include other information, for example: birth control, prenatal and postnatal care, and statistics related to human sexuality.

6. "SEX EDUCATION" SHALL NOT INCLUDE RELIGIOUS BELIEFS, VALUES, CUSTOMS, PRACTICES IN HUMAN SEXUALITY NOR THE SUBJECTIVE MORAL AND ETHICAL JUDGEMENTS OF THE INSTRUCTOR OR OTHER PERSONS.

   This is the section that limits topics under Sex Education.

7. STUDENTS SHALL NOT BE TESTED, QUIZZED OR SURVEYED ABOUT THEIR PERSONAL OR FAMILY BELIEFS OR PRACTICES IN SEX, MORALITY, OR RELIGION, AND NO PROGRAM SHALL COUNSEL OR ADVOCATE ABORTION.

   Factual information on abortion may be taught, but you cannot advocate or counsel about it, or refer students to an abortion agency. If abortion is taught, all methods of abortions, including natural, should be included. If you teach just one method, it may be interpreted as "advocating" that kind of abortion.

8. QUALIFICATIONS AND SELECTION OF ALL TEACHERS IN "SEX EDUCATION" SHALL BE MADE BY THE LOCAL SCHOOL BOARD AND ALL MATERIALS USED IN INSTRUCTION IN "SEX EDUCATION" MUST BE APPROVED BY THE LOCAL SCHOOL BOARD AND BY A PARENTAL REVIEW COMMITTEE.

   This parental review committee should be set up by the local school board. See Section III on establishing a parental review committee.

9. FEDERAL FUNDING OR FEDERAL INVOLVEMENT IN PROGRAMS OFFERING "SEX EDUCATION" IS PROHIBITED.

   This provision needs to be studied carefully. Faculty, staff, materials, and facilities provided through federal agencies should not be used.

10. IN THE EVENT OF ANY VIOLATION OF THE PROVISIONS OF THE ACT, THE LOCAL SCHOOL BOARD SHALL TAKE APPROPRIATE ACTION TO CORRECT THE VIOLATION AND PUNISH THE OFFENDING PARTY.

. . . . . .

Separation of classes by sex was amended out of Act 480, but final Health Education and Welfare Department regulations allow separate sessions for boys and girls at the secondary school level during times when the materials and discussion deal exclusively with human sexuality.

SELECTION OF TEACHERS

Each local school system shall develop guidelines and procedures for the selection of teachers of sex education to be taught as a multi-disciplinary subject appropriate and applicable in such areas as health, home economics, social science and pure science. Instruction should be handled by teachers certified in these respective areas.

In the selection of faculty members to teach the units identified as "Sex Education," the following may be considered:

- Professional preparation may include study in either the biological, physical, or behavioral sciences. These studies may include, for example, courses in human biology, anatomy, physiology, bacteriology, chemistry, psychology, sociology, cultural anthropology, family living, child development, human sexuality, and home economics.
- Proficiency in content and comfort in presenting the material.
- Ability to create a favorable emotional classroom atmosphere for class discussion.
- Ability to assume the role of an unbiased, neutral, and objective discussion leader.
- Possess good rapport with students and have the respect and trust of parents.
- Sensitive to the emotional, physical, and intellectual needs of the students.

Pre-service and staff development programs should be designed to improve a teacher's competencies in teaching strategies, utilization of available resources and materials, and command of subject matter and related areas.

Persons within the community who can offer invaluable assistance in staff development include medical and health professionals, social service personnel, and college faculty members.

Consultants from the State Department of Education can also offer assistance.

ESTABLISHING A PARENTAL REVIEW COMMITTEE

This committee should be set up by the local school board. A workable committee would consist of 10-12 members all of whom are parents having children currently attending the district's schools.

The committee shall review and approve materials used in instruction in sex education and make recommendations to the school board. In addition to the required approval of materials, the local board of education may wish to authorize the parental review committee to act in an advisory capacity and (1) review state and local guidelines pursuant to Act 480 and make recommendations to the local board of education, (2) function as liaison between school and community, (3) assess local needs and reactions, and (4) foster understanding and acceptance of the program.

The review committee should work closely with the school board in the formation and implementation of this program. Their input and active support represent the key factors in making this a viable program.

ADMINISTRATIVE POLICY FOR DEVELOPING

and/or

COORDINATING PRESENT PROGRAM

The determination whether any sex education materials or topics will be offered at the local level is the responsibility of the school boards. The need for and interest in such a program should be reviewed with input from students, parents, teachers, administrators, and local civic and medical groups.

A. Suggested Guidelines for Program Approval

1. Review the Law and the implications with the school board and secure administrative and school board approval for coordination of the program.
2. Identify, review, and assess present instructional programs dealing with sex education topics.
3. Screen and review available resources and materials of instruction.
4. Organize content outlines, indicate grade and subject areas, and suggest student and teacher activities to be used in various units.
5. Identify local guidelines and establish parishwide goals and objectives.
6. With the school board approval, appoint a local Parental Review Committee.
7. Have Parental Review Committee approve all materials used in instruction and possibly review the proposed programs.
8. Present the proposed program to the local school board for approval.
9. Identify, and assign supervisors and teachers who will be involved in the program.
10. Determine needs for inservice education for school staffs.
11. Provide inservice workshops for the teachers involved in teaching sex education topics.
12. Notify parents of students who may be enrolled in classes offering sex education information of their rights to excuse their child from the class or unit of instruction.
13. Implement program by incorporating instruction into existing courses in the curriculum.
14. Arrange for periodic evaluation of this program as well as continued review of instructional materials by the Parental Review Committee.

B. Procedures for Parent Notification*

As stated in Act 480, "Any child may be excused from receiving instruction in Sex Education at the option and discretion of his parent or guardian."

The Law does not specify how this provision should be administered; therefore, it is up to the local board to set up procedures they deem appropriate. The form and content of the notice should be determined by the local board and used throughout the parish.

A notice in written form should be sent to all parents of students who may be scheduled in a class offering sex education information. This notice should be sent each school year to advise parents of their right to excuse their child from such instruction without penalty or loss of academic credit.

General notices may be published in local newspapers to inform the public of the intent of the school system to teach subjects designated as Sex Education. This should also inform parents of their right to request that their child be excused from those units. It is recommended that this type of parent notification be used in addition to a written notice sent to each parent, and not as the sole method of notification.

*SEE APPENDIX B - Notice to Parents

APPENDICES

APPENDIX A

SEX EDUCATION IN PUBLIC SCHOOLS

Act 480

AN ACT

To amend and reenact Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of Section 281 thereof, relative to prohibited courses of study, to provide for instruction in sex education in Louisiana public schools; to provide with respect to the intent of the legislature; to authorize local or parish school boards to determine whether or not instruction shall be offered and at what grade levels it shall be offered; to prohibit the offering of such instruction in kindergarten and in grades one through six; to provide that such instruction shall be offered within the confines of an existing course of study; to provide for the establishment of qualifications for and selection of teachers of sex education; to provide for the selection of instructional materials; to provide that parents may excuse their children from such instruction; to prohibit counseling or advocating abortion as part of such instruction; to prohibit the solicitation, acceptance, or use of federal monies to fund such instruction; to provide for corrections of violations of this Act; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:281, is hereby amended and reenacted to read as follows:

SUB-PART D-1. PERMITTED COURSES OF STUDY

§281. Instruction in sex education

A. Any public elementary or secondary school in Louisiana may, but is not required to, offer instruction in subject matter designated as "sex education," provided such instruction and subject matter is integrated into an existing course of study such as biology, science, physical hygiene, or physical education. Whether or not instruction in such matter is offered and at what grade level it is to be offered shall be at the option of each public local or parish school board, provided that no such instruction shall be offered in kindergarten or in grades one through six. All instruction in "sex education" shall be identified and designated "sex education". It is the intent of the legislature that, for the purposes of this Section, "sex educa n" shall mean the dissemination of factual biological or pathological information that is related to the human reproduction system and may include the study of venereal disease, pregnancy, childbirth, puberty, menstruation, and menopause. It is the intent of the legislature that, for the purposes of this Section, "sex education" shall not include religious beliefs, values, customs, practices in human sexuality nor the subjective moral and ethical judgments of

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the instructor or other persons. Students shall not be tested, quizzed, or surveyed about their personal or family beliefs or practices in sex, morality, or religion.

B. Nothwithstanding* any other provisions of law, the qualifications for all teachers or instructors in "sex education" shall be established and the selection of all such teachers or instructors shall be made solely and exclusively by the public local or parish school board.

C. All books, films, and other materials to be used in instruction in "sex education" shall be submitted to and approved by the local or parish school board and by a parental review committee, whose membership shall be determined by such board.

D. Any child may be excused from receiving instruction in "sex education" at the option and discretion of his parent or guardian. The local or parish school board shall provide procedures for the administration of this Subsection.

E. In the event of any violation of the provisions of this Section, the public local or parish school board in charge of administering and supervising the school where said violation has occurred, after proper investigation and hearing, shall correct the violation and take appropriate action to punish the offending party or parties responsible for said violation.

F. No program offering sex education instruction shall in any way counsel or advocate abortion.

G. No program offering sex education instruction shall be funded in any manner with federal funds nor shall such funds be solicited or accepted. Federal involvement in programs offering sex education instruction is expressly prohibited.

Section 2. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items, or applications of this Act which can be given effect without the invalid provisions, items, or applications, and to this end the provisions of this Act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved by the Governor: July 13, 1979.

Published in the Official Journal of the State: August 11, 1979.

A true copy:

PAUL J. HARDY
Secretary of State.

*As it appears in the enrolled bill.

APPENDIX B

NOTICE TO PARENTS

Student's Name _____ Date _____

Address _____

The School Board has established a program of instruction in which topics designated as "Sex Education" by Act 400 will be taught. These topics will be taught within existing courses such as biology, science, health and physical education, and home economics. According to the Law, you have the right to excuse your child from participation without penalty or loss of academic credit. If you wish to exercise your right to excuse your child, please indicate below.

Sincerely

Superintendent of Schools
(Or Designated Representative)

_____ My child does not have my permission to attend those segments of existing courses designated as "sex education."

_____
Parent or Guardian's Signature

NOTICE TO PARENTS

Student's Name _____ Date _____

Address _____

The School Board has established a program of instruction in which topics designated as "Sex Education" by Act 480 will be taught. These topics will be taught within existing courses such as biology, science, health and physical education, and home economics. According to the Law, you have the right to excuse your child from participation without penalty or loss of academic credit. Please indicate your choice below.

Sincerely,

Superintendent of Schools
(Or Designated Representative)

_____ My child has permission to attend those segments of existing courses designated as "sex education."

_____ My child does not have my permission to attend those segments of existing courses designated as "sex education."

_____
Parent or Guardian's Signature